TEACHER PERFORMANCE APPRAISAL

Technical Requirements Manual

2010

reach every student

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Contents

Preface 3

1 **Introduction** 5
- 1.1 "New" and "Experienced" Teachers 5
- 1.2 Employees Not Covered by the TPA 6

2 **Learning Communities** 7
- 2.1 Promoting a Growth-Oriented Performance Appraisal Context 7
- 2.2 The Role of Learning Communities in Supporting Continuous Growth and Development 7

3 **The Performance Appraisal Framework** 9
- 3.1 Key Components 9
- 3.2 Application of TPA Components to New and Experienced Teachers . . . 10

4 **Roles and Responsibilities** 11
- 4.1 Overview 11
- 4.2 Principals 11
- 4.3 Teachers 12
- 4.4 Boards 14

5 **Competencies** 18
- 5.1 Purpose 18
- 5.2 *Standards of Practice for the Teaching Profession* 18
- 5.3 Requirements: Competency Statements 19

6 **Scheduling Requirements** 21
- 6.1 Purpose 21
- 6.2 Requirements 21
  - 6.2.1 Frequency 21
  - 6.2.2 Additional Performance Appraisals 22
  - 6.2.3 Experienced Teachers Continuously Employed by a Board 22
  - 6.2.4 Experienced Teachers New to a Board 22
  - 6.2.5 When a Teacher Is Seconded to Another Board 22
  - 6.2.6 Effect of Certain Absences on the Teaching Period 23
  - 6.2.7 Timing of Appraisal When a Teacher Returns From an Extended Leave 23
  - 6.2.8 Extension of 24-Month New Teaching Period 23
  - 6.2.9 Delegation of a Principal's TPA Responsibilities 24
  - 6.2.10 Impact of the Absence of a Principal or Supervisory Officer . . . 24

7 **Participation in the New Teacher Induction Program** 25
- 7.1 Purpose 25
- 7.2 Requirements 25

8 **The Annual Learning Plan for Experienced Teachers** 26
- 8.1 Purpose 26
- 8.2 Requirements 26
  - 8.2.1 Process During a Teacher's Evaluation Year 27
  - 8.2.2 Process During a Teacher's Non-Evaluation Years 27

9 **Gathering Parental and Student Input** 28

10 Performance Appraisal Procedures **29**
10.1 Purpose 29
10.2 Requirements 29
10.2.1 Overview of Performance Appraisal Steps 29
10.2.2 The Pre-observation Meeting 30
10.2.3 The Classroom Observation 30
10.2.4 The Post-observation Meeting 31
10.2.5 The Summative Report 31
10.2.6 Additional Requirements That Boards May Establish 32

11 Performance Rating **34**
11.1 Purpose 34
11.2 Rating Systems for New and Experienced Teachers 34
11.3 Requirements 35

12 Procedures Following a Performance Rating **37**
12.1 Purpose 37
12.2 Procedural Requirements Following New Teachers' Performance Ratings .. 37
12.2.1 Procedural Requirements Following Specific Appraisal Outcomes 37
12.2.2 Time Between the First and Second Appraisals 38
12.3 Procedural Requirements Following Experienced Teachers' Performance Ratings 41
12.3.1 Following a *Satisfactory* Rating 41
12.3.2 Following an *Unsatisfactory* Rating 41

13 Review Status **44**
13.1 Requirements for Placing a Teacher on Review Status 44
13.2 Principals' Responsibilities 44
13.3 Timing of the Next Appraisal 44

14 Terminating a Teacher's Employment **45**
14.1 Purpose 45
14.2 Recommendation to Terminate Employment 45
14.3 Termination While on Review Status Without an Additional Appraisal ... 45
14.4 Procedures Regarding a Recommendation to Terminate a Teacher's Employment 46
14.5 Arbitration 46

15 Documentation Requirements **47**
15.1 Purpose 47
15.2 Requirements 47
15.2.1 Record Keeping 47
15.2.2 Exchange of Information Among Schools and Boards 47

Appendices **49**
Appendix A: Summative Report Form for New Teachers 50
Appendix B: Summative Report Form for Experienced Teachers 54
Appendix C: Enrichment Plan for New Teachers 60
Appendix D: Improvement Plan for New Teachers 63
Appendix E: Improvement Plan for Experienced Teachers 65
Appendix F: Log of Teaching Practice for New Teachers 68
Appendix G: Log of Teaching Practice for Experienced Teachers 80
Appendix H: Annual Learning Plan (ALP) for Experienced Teachers 100

Preface

The purpose of this manual is to inform school boards, supervisory officers, principals, vice-principals, and teachers about the requirements of the provincial Teacher Performance Appraisal (TPA) system for new and experienced teachers. This manual replaces the *Performance Appraisal of Experienced Teachers: Technical Requirements Manual and Approved Forms and Guidelines (2009)* and the *Manual for Performance Appraisal of New Teachers (2009)*.

This manual has been designed as a resource to guide users in applying the TPA requirements. The legislative and regulatory requirements are set out in the Education Act, Part X.2, "Teacher Performance Appraisal", and in Ontario Regulation (O. Reg.) 98/02, O. Reg. 99/02, and O. Reg. 266/06. In the event of any legal issues arising from the interpretation of these requirements set out in this manual, boards should consult their legal counsel.

This manual also provides samples of mandatory and optional TPA-related forms in the appendices, as follows:

Mandatory Provincial Forms

- Summative Report Form for New Teachers
- Summative Report Form for Experienced Teachers

Sample Templates for Required Processes

- Enrichment Plan for New Teachers
- Improvement Plan for New Teachers
- Improvement Plan for Experienced Teachers
- Annual Learning Plan (ALP) for Experienced Teachers

Sample Templates for Optional Processes

- Log of Teaching Practice for New Teachers
- Log of Teaching Practice for Experienced Teachers

The most up-to-date versions of these forms are available online in accessible formats at www.edu.gov.on.ca/eng/teacher/appraise.html.

*

The TPA system for new and experienced teachers was developed on the basis of recommendations provided by key education partners. The Ministry of Education wishes to thank the following organizations, which participated in the development process:

- Association des directions et directions adjointes des écoles franco-ontariennes
- Association des enseignantes et des enseignants franco-ontariens
- Catholic Principals' Council of Ontario
- Council of Ontario Directors of Education
- Elementary Teachers' Federation of Ontario
- Ontario Association of Deans of Education
- Ontario Association of Parents in Catholic Education
- Ontario Catholic School Trustees' Association
- Ontario College of Teachers
- Ontario English Catholic Teachers' Association
- Ontario Federation of Home and School Associations
- Ontario Principals' Council
- Ontario Public School Boards' Association
- Ontario Secondary School Teachers' Federation
- Ontario Student Trustees' Association
- Ontario Teachers' Federation
- People for Education

1 Introduction

Ontario's teacher performance appraisal (TPA) system for new and experienced teachers is designed to:

- promote teacher development;
- provide meaningful appraisals of teachers' performance that encourage professional learning and growth;
- identify opportunities for additional support where required; and
- provide a measure of accountability to the public.

The TPA is an integral part of a continuum of professional learning that supports effective teaching, learning, and assessment practices by building on and complementing previous learning in pre-service teacher education programs and the New Teacher Induction Program (NTIP), as well as learning acquired throughout each individual's teaching career.

The TPA system helps strengthen schools as learning communities where teachers have the chance to engage in professional exchanges and collaborative inquiries that foster continuous growth and development. Professional dialogue and collaboration are essential to the creation and maintenance of a healthy school culture. An appraisal system in which both teachers and principals are actively engaged provides a framework for assessing teachers' practices in a way that meets their professional learning needs. The TPA system engages principals and teachers in professional dialogue that deepens their understanding of what it means to be a teacher, as reflected in the Ontario College of Teachers' *Standards of Practice for the Teaching Profession*.

1.1 "New" and "Experienced" Teachers

Ontario's TPA system has two components: one for "new" teachers and the other for "experienced" teachers.

New teachers are defined in the legislation as all teachers certified by the Ontario College of Teachers (including teachers trained out-of-province) who have been hired into permanent positions – full-time or part-time – by a school board, school authority, or provincial school ("board") to begin teaching for the first time in Ontario. Teachers are considered "new" until they successfully complete the NTIP or until 24 months have elapsed since the date on which they first began to teach for a board.

All teachers who have completed the NTIP, or who held permanent positions in Ontario's publicly funded schools prior to the NTIP's implementation in September 2006, as well as temporary teachers (those teaching on a Letter of Permission), are appraised as "experienced" teachers.

1.2 Employees Not Covered by the TPA

The TPA system does not apply to certified teachers employed outside the publicly funded education system or to instructors in teacher education institutions. Within boards, it does not apply to occasional teachers, continuing education teachers, vice-principals, principals, supervisory officers, or directors of education. Boards may develop a process for appraising the performance of any employees who are not covered by provincially mandated performance appraisal requirements.

2 Learning Communities

2.1 Promoting a Growth-Oriented Performance Appraisal Context

In the larger context of school improvement, Ontario's teacher performance appraisal system provides principals and teachers with processes and procedures that can help bring about improvements in teaching and student learning. The appraisal process can also promote the collaboration and relationship building essential to create and sustain an effective learning community. It is especially important to see the appraisal system as a supportive and effective way of helping teachers grow and develop as confident, proficient Ontario teachers.

2.2 The Role of Learning Communities in Supporting Continuous Growth and Development

Establishing learning communities characterized by shared values and a shared sense of purpose has been identified as the most promising approach to bringing about sustained and substantive school improvement.[1] In these learning communities, all staff "engage in disciplined inquiry and continuous improvement in order to 'raise the bar' and 'close the gap' of student learning and achievement".[2] Learning communities thrive in a culture of sharing, trust, and support. They contribute to the high performance of both teachers and students by creating an environment where all students learn. They foster a culture of collaboration and focus on results.

Through their actions, principals and teachers strive to enhance their effectiveness as professionals with the goal of improving student achievement by asking questions such as:

- "What do we want each student to learn?"
- "How will we know if each student has learned it?"
- "How will we respond when a student experiences difficulty in learning?"
- "How will we deepen the learning for students who have already mastered essential knowledge and skills?"[3]

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1. Mike Schmoker, "No Turning Back: The Ironclad Case for Professional Learning Communities", in *On Common Ground*, ed. Richard Dufour, Robert Eaker, and Rebecca DuFour (Bloomington, IN: National Educational Service, 2005), pp. 135–53.

2. Michael Fullan, "Professional Learning Communities Writ Large", in *On Common Ground*, p. 209.

3. Richard DuFour, Robert Eaker, and Rebecca DuFour, "Recurring Themes of Professional Learning Communities and the Assumptions They Challenge", in *On Common Ground*, p. 15.

Through this inquiry process, principals and teachers move closer to the shared vision they have established for the school. A growth-focused appraisal process that emphasizes the importance of professional dialogue and collaboration can help foster an effective and supportive learning community in the school.

Ontario's TPA system is designed to support and promote teacher growth and development. When this system is linked to school improvement goals and ongoing professional learning, it becomes fully integrated into the fabric of school life.

3 The Performance Appraisal Framework

3.1 Key Components

Although, depending on whether the teacher is "new" or "experienced", some components are applied differently and the frequency of appraisal differs (see Table 1), the following components are common to the appraisal of both new and experienced teachers:

- **Competency statements** that describe the skills, knowledge, and attitudes that new and experienced teachers must reflect in their teaching practice (see section 5, "Competencies");
- **Classroom observation** of the teacher by the appraising principal, agreed to by both parties. Prior to each observation, the teacher and principal discuss the competencies that will be the focus of the observation (see section 10.2.3, "The Classroom Observation");
- **Appraisal meetings** that promote professional dialogue between the principal and the teacher. A principal must arrange a pre-observation meeting with the teacher to prepare for the classroom observation and a post-observation meeting to discuss what went on during the observation. The meetings provide opportunities for reflection and collaboration to promote growth and improvement (see sections 10.2.2, "The Pre-observation Meeting", and 10.2.4, "The Post-observation Meeting");
- A **summative report** that documents the appraisal process. This report becomes a vehicle for teachers to reflect on the feedback they have received and to identify opportunities for growth. It also provides the means by which principals inform teachers of their TPA rating (see section 10.2.5, "The Summative Report");
- **A rating** that reflects a principal's assessment of a teacher's overall performance. There are some differences in rating categories for new and experienced teachers (see section 11, "Performance Rating");
- **A process for providing additional support** depending on the outcome of the appraisal (see section 12, "Procedures Following a Performance Rating").

In addition, experienced teachers develop an **Annual Learning Plan (ALP)**, which provides a meaningful way for these teachers, in consultation with principals, to identify strategies for growth and development for their evaluation year and for the years between performance appraisals (see section 8, "The Annual Learning Plan for Experienced Teachers").

3.2 Application of TPA Components to New and Experienced Teachers

While most TPA components are part of the appraisal system for both new and experienced teachers, their application differs, as does the frequency of appraisal, as shown in Table 1.

Table 1

Item	New Teachers	Experienced Teachers
Number of Appraisals	Must be appraised twice in the first 12 months of teaching	Must be appraised once every 5 years
Competencies	Appraisals focus on 8 of the 16 competency statements (see section 5.3, "Requirements: Competency Statements")	Appraisals consider all 16 competencies
Rating	Rated as follows: • *Satisfactory* or *Development Needed* in the first appraisal • *Satisfactory*, *Development Needed*, or *Unsatisfactory* in the second appraisal • *Satisfactory* or *Unsatisfactory* in a third appraisal (if needed) Teachers who receive two *Satisfactory* ratings during their new teaching period receive a notation on their Certificate of Qualification and Registration from the Ontario College of Teachers.	Rated either *Satisfactory* or *Unsatisfactory* in all appraisals
Annual Learning Plan	Not applicable to new teachers	ALP revised and updated annually in consultation with the principal

4 Roles and Responsibilities

4.1 Overview

Principals, vice-principals, teachers, and supervisory officers all play key roles in the performance appraisal process.

4.2 Principals

Principals are responsible for conducting performance appraisals of all teachers assigned to their school. These appraisals must be conducted in accordance with legislative and regulatory requirements, relevant ministry guidelines, and any other requirements specified by the board. The principal's responsibilities may be delegated, where appropriate, to a vice-principal in the same school or to a supervisory officer in the board.

The following is a checklist of the principal's key responsibilities when conducting a performance appraisal.

A principal must:

- schedule performance appraisals for every teacher assigned to the school and notify each teacher when an appraisal is being scheduled (see section 6, "Scheduling Requirements");
- meet with the teacher to prepare for the classroom observation component and to discuss the competencies that will be the focus of this observation (see section 10.2.2, "The Pre-observation Meeting");
- conduct a classroom observation to appraise the teacher's performance in relation to the applicable competencies (see section 10.2.3, "The Classroom Observation");
- meet with the teacher to review the results of the classroom observation (see section 10.2.4, "The Post-observation Meeting");
- prepare and sign a summative report on the performance appraisal, using the ministry-approved form (see section 10.2.5, "The Summative Report" and the forms in Appendices A and B);

- give the teacher a signed copy of the summative report within 20 school days of the classroom observation;
- upon a teacher's request, meet with the teacher to discuss the performance appraisal once the teacher has received a copy of the summative report;
- provide the board with a signed copy of the summative report;
- in instances where the performance appraisal results in an *Unsatisfactory* rating, follow the applicable procedures set out in section 12, "Procedures Following a Performance Rating".

A teacher may request an additional appraisal outside the regular appraisal cycle. The principal may refuse to conduct this appraisal if he or she considers that it is unlikely to lead to improvement in the teacher's performance rating. The principal may also conduct additional appraisals if he or she considers it advisable to do so in light of circumstances related to the teacher's performance.

4.3 Teachers

Actively participating in each appraisal is vital to a teacher's ongoing growth and development. For new teachers, the appraisal process builds on the orientation, mentoring, professional development, and training provided through the NTIP to help them develop into confident and proficient Ontario teachers. For experienced teachers, it provides an effective and supportive way to help them improve their teaching practice.

The checklists that follow summarize the key responsibilities of new and experienced teachers taking part in a performance appraisal.

New Teachers

A new teacher must:

- participate in two performance appraisals within the first 12 months of employment as a new teacher with a board;
- take an active part in all meetings and observations related to his or her performance appraisal;
- sign the summative report to acknowledge receipt, and may add comments if desired.

In addition, new teachers who receive a *Development Needed* or *Unsatisfactory* rating must:

- participate in additional appraisals as required;
- provide input on those elements of the board's NTIP that would help improve their performance;
- provide input on the steps and actions they should take to improve their performance.

Experienced Teachers

An experienced teacher must:

- participate in one performance appraisal every five years;
- actively participate in all meetings and observations related to his or her performance appraisal;
- sign the summative report to acknowledge receipt, and may add comments if desired;
- participate in any additional appraisals requested by the principal during or outside the regular appraisal cycle, as long as they comply with legislated requirements;
- collaborate annually with the principal to review and update his or her Annual Learning Plan (ALP) (see section 8, "The Annual Learning Plan for Experienced Teachers");
- upon request, meet with the principal to discuss his or her ALP in the years between appraisals. An experienced teacher may also request a meeting with the principal to discuss the ALP.

In addition, experienced teachers who receive an *Unsatisfactory* rating must:

- upon the principal's request, meet with the principal to discuss the performance appraisal after receiving a copy of the summative report;
- participate in additional appraisals as required;
- provide input on the steps and actions they should take to improve their performance.

4.4 Boards

School boards must make every effort to ensure that their staff comply with Ontario's TPA system. Board requirements are mandated by legislation and regulation, with the goal of promoting teachers' professional growth and development that in turn can lead to improvements in student achievement. Compliance with TPA requirements also provides a measure of accountability for school boards by ensuring that all teachers have documented evidence of their competency and by providing a documented process to deal with instances where a teacher's performance is unsatisfactory.

The checklist that follows summarizes the key TPA-related responsibilities for school boards. Please refer to the relevant sections of this manual for more detailed descriptions.

Policies and Information

A board must:

- establish policies and rules governing the performance appraisal of its teachers. These policies must be consistent with the Education Act, regulations, and relevant ministry guidelines. Board policies and rules must, to the greatest possible extent, ensure that all requirements are complied with and must provide for accountability in the event of non-compliance. If a step or process is not completed within the established timelines, the step or process must be completed by the appropriate person as soon as possible thereafter, and timelines for all succeeding steps must be calculated from the time the late step or process was completed;
- make information about the TPA process available to teachers, parents, students, and the chairs of school councils.

All Teachers

A board must:

- require all principals to conduct performance appraisals of the teachers assigned to their schools, in accordance with the requirements and timelines set out in the legislation and regulations;
- when a principal is unable to carry out his or her TPA-related powers and duties, establish policies and procedures governing the delegation of these duties to a vice-principal, another principal, or a supervisory officer;

- establish policies and procedures governing the delegation of performance appraisal–related duties from one supervisory officer to another when the assigned supervisory officer is unable to perform the duties or exercise the power. When no other supervisory officer employed by the board can perform the duties or exercise the power, a supervisory officer from another board may do so if the two boards agree;
- establish rules outlining which principal and supervisory officer will perform the appraisal duties in cases where a teacher:
  - is assigned to more than one school;
  - is not assigned to duties in a school;
  - is assigned to duties in a school as well as to other duties; or
  - moves from one school to another;
- require all supervisory officers to carry out their duties in the performance appraisal process, including the following:
  - throughout any period during which a teacher is on review status, consulting regularly with the principal regarding the teacher's performance and steps that may be taken to improve it (see section 13, "Review Status");
  - submitting jointly with the principal a written recommendation to the board for termination of a teacher's employment in instances where the principal and supervisory officer jointly determine that the delay necessitated by conducting an additional appraisal of a teacher who is on review status is not in the best interests of the students (see section 14, "Terminating a Teacher's Employment");
- pending a board decision on whether to terminate a teacher's employment for reasons of unsatisfactory performance, require the director of education to suspend the teacher with pay or reassign him or her to duties that are, in the director's opinion, appropriate in the circumstances;
- require the board secretary to file a complaint with the Ontario College of Teachers when the board terminates a teacher's employment for reasons of unsatisfactory performance or when a teacher resigns from the board while on review status.

New Teachers

A board must:

- establish procedures to meet the requirements that performance appraisals are to be scheduled so that each new teacher's performance is appraised twice in the first 12 months after he or she begins teaching and that any additional appraisals take place within the teacher's first 24 months of teaching;

- for new teachers who have not completed the NTIP before transferring to another school within the board, provide a copy of the appraisal documents (including any Enrichment and/or Improvement Plan), together with information about the NTIP induction elements in which the teacher has participated, to the principal of the new school;
- if it is considering employing a new teacher who has not yet completed the NTIP with another board, contact the last board that employed the teacher to request specific information about performance appraisals, the teacher's NTIP participation, and any resignation or termination of employment that may have taken place while that teacher was on review status;
- provide the same information detailed in the preceding point upon request of another school board that is considering employing a new teacher currently or previously employed by the board;
- for a new teacher who has received a *Development Needed* or *Unsatisfactory* rating, ensure that the NTIP induction elements required for the teacher to improve his or her performance are made available to that teacher;
- for a teacher who successfully completes the NTIP requirements, by receiving two *Satisfactory* appraisal ratings, notify the Ontario College of Teachers within 60 calendar days of the time of completion, so that the teacher will receive an NTIP notation on his or her Certificate of Qualification and Registration.

Experienced Teachers

A board must:

- schedule evaluation years for experienced teachers once every five years;
- schedule evaluation years for teachers who have successfully completed the NTIP so that there are four non-evaluation years between a teacher's last evaluation as a new teacher and his or her next evaluation year as an experienced teacher;
- schedule evaluation years for experienced teachers who are new to the board so that each teacher receives one performance appraisal in his or her first year with the new board (see section 6.2.4, "Experienced Teachers New to a Board");
- ensure that each teacher receives one performance appraisal during each of his or her evaluation years, unless that performance appraisal results in an *Unsatisfactory* rating, in which case additional performance appraisals must be scheduled (see section 6.2.2 for additional appraisals);

- require every experienced teacher to complete an ALP each year that addresses the teacher's professional growth objectives, proposed action plan, and timelines for achieving those objectives (see section 8, "The Annual Learning Plan for Experienced Teachers");
- ensure that the supports the principal recommends for a teacher to improve his or her performance following an *Unsatisfactory* rating are made available.

Boards may establish certain additional performance appraisal requirements for the new and experienced teachers they employ, as long as these requirements do not conflict with those set out in the Education Act, the regulations, and ministry guidelines. Additional requirements that boards may implement include:

- additional competencies to be assessed as part of the teacher performance appraisal;
- additional standards, methods, processes, timelines, and steps to be followed.

5 Competencies

5.1 Purpose

Competency statements – or descriptions of the skills, knowledge, and attitudes required to reflect the standards set out in the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* – are set out in O. Reg. 99/02, Schedule 1. These 16 competencies form the basis for performance appraisals of both new and experienced teachers.

5.2 *Standards of Practice for the Teaching Profession*

The Ontario College of Teachers developed its *Standards of Practice for the Teaching Profession* as a collective vision of professionalism that guides the daily practice of its members. The College's Governing Council approved the following revised standards in 2006:

Commitment to Students and Student Learning

Members [of the Ontario College of Teachers] are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

Professional Knowledge

Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research, and related policies and legislation to inform professional judgement in practice.

Professional Practice

Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources, and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue, and reflection.

Leadership in Learning Communities

Members promote and participate in the creation of collaborative, safe, and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

Ongoing Professional Learning

Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration, and knowledge.

5.3 Requirements: Competency Statements

For New Teachers

Principals and teachers have found that some competencies are more relevant than others to the appraisal process for new teachers during the initial phase of their careers. For this reason, the appraisal process for new teachers focuses on a subset of 8 of the 16 competencies (see the items highlighted in light green in Table 2). When appraising the performance of a new teacher, principals must provide in the summative report a comment for each of these eight competencies as a minimum requirement for the appraisal.

Boards and principals should also take into account the likelihood that some individuals may be experienced teachers who were trained and employed outside Ontario. In addition to focusing on the eight competencies required for new teachers, the principal may elect to consider some or all of the other eight competencies when appraising the teacher's performance, if this is in accordance with board policy.

For Experienced Teachers

The principal must consider all 16 competencies when assessing the performance of experienced teachers. However, he or she does not have to comment on all 16 competencies in the summative report. The pre-observation meeting provides opportunities for principals and teachers to discuss which competencies should be the focus of the classroom observation and the appraisal. In the post-observation meeting, they may discuss comments related to the competencies that are to be included in the summative report. However, the principal may comment on competencies other than those discussed, and should advise the teacher of that fact during the discussions.

Board-Mandated Competencies

In addition to the competencies listed in Table 2, boards may identify and consider additional competencies in the performance appraisal of teachers they employ. It is the principal's responsibility, in accordance with board policies and taking into consideration the needs of individual teachers, to determine which, if any, additional competencies may be relevant for the teacher and to comment on those competencies in the summative report.

Table 2 sets out the 16 competency statements within the 5 domains of the Ontario College of Teachers' *Standards of Practice for the Teaching Profession*. The competencies highlighted in light green are those used for appraising the performance of new teachers.

Table 2. The 16 Competency Statements

Domain	Competency
Commitment to Pupils* and Pupil Learning	• Teachers demonstrate commitment to the well-being and development of all pupils. • Teachers are dedicated in their efforts to teach and support pupil learning and achievement. • Teachers treat all pupils equitably and with respect. • Teachers provide an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.
Professional Knowledge	• Teachers know their subject matter, the Ontario curriculum, and education-related legislation. • Teachers know a variety of effective teaching and assessment practices. • Teachers know a variety of effective classroom management strategies. • Teachers know how pupils learn and the factors that influence pupil learning and achievement.
Teaching Practice	• Teachers use their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of their pupils. • Teachers communicate effectively with pupils, parents, and colleagues. • Teachers conduct ongoing assessment of pupils' progress, evaluate their achievement, and report results to pupils and their parents regularly. • Teachers adapt and refine their teaching practices through continuous learning and reflection, using a variety of sources and resources. • Teachers use appropriate technology in their teaching practices and related professional responsibilities.
Leadership and Community	• Teachers collaborate with other teachers and school colleagues to create and sustain learning communities in their classrooms and in their schools. • Teachers work with professionals, parents, and members of the community to enhance pupil learning, pupil achievement, and school programs.
Ongoing Professional Learning	• Teachers engage in ongoing professional learning and apply it to improve their teaching practices.

Note: The eight competencies highlighted in light green are those used for appraising the performance of new teachers. Principals must provide a comment for each of these eight competencies as a minimum requirement in the summative report for a new teacher.

* In the Education Act, students are referred to as "pupils".

6 Scheduling Requirements

6.1 Purpose

A board's approach to scheduling teacher performance appraisals sets the tone for much of its professional culture. The scheduling requirements call for careful planning and organization and an approach that conveys to everyone that appraisal is not an isolated event but an integral component of school improvement. Teacher performance appraisal is a powerful vehicle for principal and teacher engagement in growth-oriented dialogue. Integral to the appraisal process is open communication between the teacher and the principal to identify next steps and tailor supports to facilitate a teacher's continuous improvement.

6.2 Requirements

The information that follows is a summary of the legislative and regulatory requirements and ministry guidelines related to the timelines of the performance appraisal system for new and experienced teachers.

6.2.1 Frequency

New Teachers

A board must ensure that the performance of every new teacher it employs is appraised twice in the first 12-month period after the teacher begins teaching. If both appraisals result in a *Satisfactory* rating, the teacher has successfully completed the NTIP. Once this occurs, the teacher ceases to be a "new" teacher and must be placed in the five-year performance appraisal cycle for experienced teachers. Teachers who have had their new teaching period extended will be placed in the five-year performance appraisal cycle once the extension is complete (see section 6.2.2, "Additional Performance Appraisals").

Experienced Teachers

A board must ensure that every experienced teacher it employs is placed on a five-year cycle for performance appraisal. Experienced teachers who are new to a board must be appraised in their first year of employment.

Within 20 school days after a teacher begins teaching in his or her evaluation year, the principal must notify the teacher that his or her performance will be assessed during that school year. The appraisal can take place at any time that the principal considers appropriate during the evaluation year, subject to any board policies.

6.2.2 Additional Performance Appraisals

A principal must conduct additional performance appraisals if:

- a new teacher receives a *Development Needed* or an *Unsatisfactory* rating while participating in the NTIP; or
- an experienced teacher's performance appraisal results in an *Unsatisfactory* rating.

The principal may also conduct additional appraisals at the request of the teacher or if the principal considers it advisable to do so in light of circumstances related to the teacher's performance.

6.2.3 Experienced Teachers Continuously Employed by a Board

Each teacher continuously employed by a board must have an evaluation year in every five-year period. During an evaluation year, the teacher must receive at least one performance appraisal. As long as the teacher continues in the board's employ, and continues to receive *Satisfactory* ratings,[4] there must be four non-evaluation years before the next evaluation year. If a teacher is teaching for only one semester during a year scheduled as his or her evaluation year, the performance appraisal must be conducted in that semester.

6.2.4 Experienced Teachers New to a Board

Boards must ensure that each experienced teacher who is new to a board receives at least one performance appraisal in his or her first year of employment. The five-year performance appraisal cycle begins when the teacher completes that year, provided that the teacher has received a *Satisfactory* rating. The board must ensure that there are four non-evaluation years between the teacher's first evaluation year with the board and his or her next evaluation year.

6.2.5 When a Teacher Is Seconded to Another Board

When new or experienced teachers are seconded to another board, their appraisal cycle continues. The board from which a teacher is seconded must advise the receiving board whether the secondee is in the appraisal cycle for new teachers or in the five-year appraisal cycle for experienced teachers. The receiving board must ensure that all appraisals required for that teacher are completed during the teacher's secondment to the board, except as set out below.

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4. For information about requirements regarding *Unsatisfactory* ratings, see section 12, "Procedures Following a Performance Rating".

If a teacher on secondment receives a performance rating that is anything other than *Satisfactory*, the secondment is terminated and the teacher resumes teaching at his or her "home" board. The appraisal is then deemed not to have been conducted, except for the purposes of terminating the secondment agreement.

For new teachers, termination of a secondment under these conditions resets the new teaching period to the point at which the teacher began the secondment. Any appraisals that took place before the teacher began the secondment would count as the only appraisals.

For experienced teachers who receive an *Unsatisfactory* rating while on secondment, their five-year cycle recommences at the home board. The year of their return to the home board will be an evaluation year. In such an instance, the board must ensure that an appraisal takes place within 60 school days of the teacher's return. For further information, refer to section 15.2.2, "Exchange of Information Among Schools and Boards".

6.2.6 Effect of Certain Absences on the Teaching Period

When a board schedules its teachers for an appraisal in accordance with the appraisal requirements for both new and experienced teachers, the following periods must not be counted as part of either the new teaching period or the experienced teacher appraisal cycle:

- a period during which the teacher does not teach at any time in a school governed by the board;
- a period when the teacher is on secondment to a non-teaching position;
- a period when the teacher is on secondment to a teaching position outside Ontario's publicly funded education system;
- a period during which a teacher is on an extended leave approved by the board.

6.2.7 Timing of Appraisal When a Teacher Returns From an Extended Leave

When a teacher returns from an extended leave approved by the board (as listed in section 6.2.6), any appraisal that would otherwise have been carried out during the period of the leave must be conducted within 60 school days of the teacher's return from the leave.

6.2.8 Extension of 24-Month New Teaching Period

Ontario Regulation 99/02 states that, in certain restricted circumstances, a teacher shall be granted one extension of up to 90 school days to the 24-month new teaching period. This extension provides additional time for the small number of new teachers who change teaching environments during their second year of employment to adjust to their new environment and complete the NTIP requirements.

A board must extend a teacher's new teaching period if all the following criteria apply:

- the teacher has had three performance appraisals during the first 18 months of the new teaching period and one appraisal resulted in a *Satisfactory* rating
- at the start of the nineteenth month, but before the end of the 24-month new teaching period, the teacher
  - begins to teach in a different school in the same board, or
  - becomes employed as a teacher by a different board
- the teacher has submitted a written request to the appropriate supervisory officer in the new school or board for an extension of his or her new teaching period
- the request for an extension was made after the start of the nineteenth month but before the end of the 24-month new teaching period
- the new teaching period has not previously been extended for any length of time

6.2.9 Delegation of a Principal's TPA Responsibilities

The principal of the school to which the teacher is assigned must conduct the performance appraisal unless this responsibility is delegated to the school's vice-principal. Under certain circumstances, a supervisory officer can conduct appraisals on behalf of a principal. Refer to section 277.17 of the Education Act for details. Provision for the delegation of a supervisory officer's duties and powers under certain circumstances is set out in section 277.18 of the act.

6.2.10 Impact of the Absence of a Principal or Supervisory Officer

When a principal is absent or unable to carry out appraisal obligations, the teacher's evaluation cycle is not affected, as, under these circumstances, the principal's obligations can be carried out by a vice-principal or supervisory officer. Similarly, when a vice-principal or supervisory officer is unable to carry out these duties, another supervisory officer in the same board – or, in some circumstances, from another board – can undertake them.

Regardless of whether the teacher's performance is appraised by the same or different individuals at different stages of the appraisal process, the results of each appraisal are valid.

7 Participation in the New Teacher Induction Program

7.1 Purpose

A meaningful performance appraisal process interacts in a coherent way with the other elements of the New Teacher Induction Program (NTIP) to promote the continuous professional growth and development that new teachers need in order to be successful.

7.2 Requirements

A principal must take a new teacher's NTIP participation into account when determining the teacher's overall performance rating. The principal shall inform the teacher of the NTIP elements in which he or she is required to participate, based on the legislative requirements and the requirements set out in the *New Teacher Induction Program: Induction Elements Manual (2010)*.

Principals use their professional judgement when taking a new teacher's NTIP participation into account during his or her appraisal. In doing so, they should recognize the individual needs of teachers and act in accordance with board policies.

The principal must indicate on the Summative Report Form for New Teachers (see Appendix A) the induction elements in which the teacher has participated.

8 The Annual Learning Plan for Experienced Teachers

8.1 Purpose

The Annual Learning Plan (ALP) provides a vehicle for experienced teachers' professional learning both during the appraisal year and in the years between appraisals. Developing and maintaining an ALP provides teachers and principals with an opportunity to collaborate and to engage in meaningful discussions of teachers' performance and growth strategies. The updating of an ALP also provides the opportunity for teachers to reflect on their professional learning and growth each year.

8.2 Requirements

School boards must ensure that every experienced teacher they employ has an updated ALP for each year. The ALP must include the teacher's professional growth goals, as well as his or her proposed action plan and timelines for achieving those objectives. The ALP is teacher-authored and -directed and is developed in a consultative and collaborative manner with the principal.

Each year, all teachers, in collaboration with their principals, must review and update their previous year's ALP. This review and update must take into account the teacher's learning and growth over the year, as well as the professional growth goals and strategies recommended in the summative report from the teacher's most recent performance appraisal. Teachers who move from "new" to "experienced" teacher status by successfully completing the NTIP requirements, as indicated by two *Satisfactory* performance appraisal ratings, develop their ALP in the first year of their initial five-year evaluation cycle for experienced teachers. In doing so, they should take into consideration the feedback and growth strategies set out in the summative report from their last appraisal as a new teacher. The teacher and the principal must sign the teacher's ALP each year and both must retain a copy for their records.

A sample ALP form is provided in Appendix H.

8.2.1 Process During a Teacher's Evaluation Year

In an evaluation year, the teacher and principal must meet to review and update the teacher's current ALP as part of the performance appraisal process. The pre- and post-observation meetings provide opportunities for this review to take place. The ALP must be updated on the basis of this review and must take into account the principal's recommendations from that year's performance appraisal.

8.2.2 Process During a Teacher's Non-Evaluation Years

During the non-evaluation years, the teacher, in consultation with the principal, must review the previous year's ALP and update it on the basis of this review. Subject to board policy, the teacher and principal may decide how to coordinate their reviews in these years. Although a meeting is not required in non-evaluation years, it is recommended. However, if either the teacher or the principal requests a meeting to discuss the ALP, then a meeting must take place.

9 Gathering Parental and Student Input

Parental and student input is an important vehicle for informing a teacher's professional learning and teaching practice. Parental and student input also helps foster positive relationships, a sense of openness and fairness, and an atmosphere of trust and respect. These are all hallmarks of a school operating as a learning community that is inclusive of parents and students.

New teachers may choose to gather parental and student input and reflect on it as part of their performance appraisals. Experienced teachers are encouraged to gather parent and student input in developing, reviewing, and updating their Annual Learning Plan each year.

10 Performance Appraisal Procedures

10.1 Purpose

For performance appraisals to be both effective and meaningful, the procedures governing them must be sound. Within the structure of the performance appraisal system, principals and teachers should collaborate to find ways of making choices that contribute to a positive outcome. The procedures should hold promise for bringing about improvements in both teaching practice and student achievement. The professional dialogue between principals and teachers should support teachers' understanding of what they are to do to fulfil the performance appraisal requirements.

10.2 Requirements

The information that follows is a summary of the legislative and regulatory requirements and ministry guidelines related to the performance appraisal procedures for new and experienced teachers. Please consult the Education Act, Part X.2 as well as O. Reg. 98/02 and O. Reg. 99/02, all of which can be found at www.e-laws.gov.on.ca.

10.2.1 Overview of Performance Appraisal Steps

In accordance with the regulations, all performance appraisals must include the following elements:

- a pre-observation meeting;
- a classroom observation;
- a post-observation meeting;
- a summative report that includes a rating of the teacher's overall performance.

In instances where a teacher's performance appraisal results in a *Development Needed* or *Unsatisfactory* rating, additional steps are required. For further details please refer to section 12, "Procedures Following a Performance Rating".

10.2.2 The Pre-observation Meeting

The teacher and principal must have a pre-observation meeting to prepare for the classroom observation component of the appraisal. The principal must record the date of the pre-observation meeting in the summative report.

The principal and the teacher use the pre-observation meeting to:

- make certain that the expectations for the appraisal process are clearly understood;
- promote a collegial atmosphere in advance of the classroom observation;
- identify exactly what is expected during the lesson to be observed;
- discuss the teacher's plan for the classroom observation period;
- identify the expectations for student learning that are the focus of the lesson;
- discuss the unique qualities of the teacher's class of students;
- discuss how the teacher's performance will be assessed, including a review of the competencies that will form the basis of the teacher's performance appraisal;
- establish procedures in advance;
- set the date and time for the classroom observation.

The purpose and use of the optional Log of Teaching Practice (see Appendices F and G) should be discussed if it is being used. For experienced teachers, the pre-observation meeting also provides an opportunity for the teacher and principal to begin reviewing and discussing the teacher's current ALP (see section 8, "The Annual Learning Plan for Experienced Teachers").

10.2.3 The Classroom Observation

To assess teachers' skills, knowledge, and attitudes, each appraisal must include at least one classroom observation. For the purposes of the performance appraisal, each teacher must be observed in an instructional setting. With the exception of the teaching assignments summarized below, the classroom observation involves a visit by the principal to the teacher's classroom. However, the definition of "classroom observation" in O. Reg. 99/02 addresses those circumstances in which a teacher's usual teaching environment is not a classroom. For such teachers, classroom observation includes observation of the teacher in his or her ordinary teaching environment.

For teachers such as physical education teachers, special education teachers, or guidance counsellors, the ordinary teaching environment would include, respectively, the gymnasium, a regular classroom where the special education teacher is working with particular students, or a guidance office or small-group setting where the counsellor is interacting with students. The board may choose to establish protocols

for the performance appraisal of teachers, such as curriculum consultants, who are not routinely in an instructional setting with students, by using the mandated competencies and any additional competencies that the board may develop.

10.2.4 The Post-observation Meeting

After the classroom observation, the teacher and principal must meet to review the results of the observation and discuss other information relevant to the principal's appraisal of the teacher's performance. The post-observation meeting should be held as soon as possible after the classroom observation.

During the post-observation meeting, the teacher and principal must:

- discuss the competencies that they consider to be most relevant to the teacher's performance appraisal. The principal will then comment on these competencies in the summative report. For new teachers, this will involve a comment on each of the eight competencies identified as essential to the appraisal of new teachers (see Table 2 in section 5, "Competencies");
- discuss the teacher's participation in the NTIP and their professional growth strategies (for new teachers only);
- discuss the teacher's professional growth goals and strategies to be included in the ALP (for experienced teachers only);
- discuss how the teacher might gather parental and student input in developing his or her ALP (this point is optional; see section 9, "Gathering Parental and Student Input").

10.2.5 The Summative Report

The Summative Report Forms for New and for Experienced Teachers (see Appendices A and B) are ministry-approved forms that must be used to document each teacher's appraisal. The information they contain is summarized in the checklists that follow.

The completed Summative Report Form for New Teachers must include:

- a record of meeting and classroom observation dates;
- the principal's appraisal of the teacher's performance, including comments on each of the eight competencies for new teachers (see Table 2 in section 5, "Competencies");

- the principal's indication of the induction elements in which the new teacher has participated;
- the principal's overall rating of the teacher's performance;
- growth strategies if the teacher's performance is rated as *Satisfactory*.

The completed Summative Report Form for Experienced Teachers must include:

- a record of meeting and classroom observation dates;
- a record of the competencies that the principal and teacher have discussed as those that were the focus of the classroom observation;
- the principal's comments regarding the competencies identified in discussions with the teacher as most relevant to the teacher's performance appraisal (the principal may also comment on other competencies that he or she assessed as part of the appraisal);
- the principal's overall rating of the teacher's performance;
- recommended professional growth goals and strategies for the teacher to take into consideration in developing his or her ALP if the teacher's performance is rated as *Satisfactory*.

In the case of both new and experienced teachers, the principal must collect evidence to support his or her appraisal of the teacher's performance. This evidence must be either described in the summative report or attached as supporting documentation.

The principal must sign the Summative Report Form and give the teacher a copy within 20 school days of the classroom observation. The teacher must sign the copy to acknowledge receipt and can add comments if he of she wishes. The principal must send a signed copy to the board through the appropriate supervisory officer.

At the request of either party, the principal and teacher must meet to discuss the performance appraisal after the teacher receives a copy of the summative report.

10.2.6 Additional Requirements That Boards May Establish

A board may establish additional requirements for the performance appraisal of teachers it employs, as long as these requirements do not conflict with the requirements of the provincial performance appraisal system. Examples of additional requirements include:

- additional competencies to be assessed as part of the teacher performance appraisal;

- additional standards, methods, processes, timelines, and steps to be followed;
- provisions for parental and student input on any additional competencies the board establishes. Before providing such input to a teacher, the board must follow legal requirements such as removing information that would identify a parent or student.

11 Performance Rating

11.1 Purpose

To provide feedback that promotes professional growth, the teacher's overall performance is rated. The rating provides both new and experienced teachers with clear direction about their performance level as a first step in identifying opportunities for further development.

11.2 Rating Systems for New and Experienced Teachers

New Teachers

The rating of new teachers is designed to recognize that they are in the initial stages of their careers and developing the expertise and confidence they need to be successful in Ontario classrooms. The design of the rating system balances support for teacher development and growth with the need to ensure that new teachers demonstrate satisfactory performance.

The rating used for the first appraisal of new teachers is either *Satisfactory* or *Development Needed*. For a teacher who receives a *Development Needed* rating, the rating for subsequent appraisals will be either *Satisfactory* or *Unsatisfactory*.

New teachers are appraised in relation to the eight competencies highlighted in Table 2 (see section 5, "Competencies"). In determining the overall rating that appears in the summative report, the principal looks at the competencies as a whole.

A *Development Needed* rating signals that a new teacher would benefit from an additional period of participation in NTIP. It also indicates an intent to focus on the teacher's growth by providing enriched NTIP supports such as more orientation, additional mentoring opportunities, or additional professional development. These additional supports are identified in an Enrichment Plan tailored to reflect the teacher's individual needs. The sample Enrichment Plan Form in Appendix C provides a model that boards may choose to adopt.

An *Unsatisfactory* rating signals the need for an Improvement Plan that identifies very specific areas in which the teacher must improve in order to move forward successfully in his or her career with the board. The principal cannot assign an *Unsatisfactory* rating to a new teacher unless the teacher has previously received a *Development Needed* rating.

Experienced Teachers

Experienced teachers are rated as either *Satisfactory* or *Unsatisfactory* at all appraisals. An *Unsatisfactory* rating signals the need for an Improvement Plan that identifies very specific areas in which the teacher must improve in order to move forward successfully in his or her career with the board. For more information about the processes following a performance rating, see section 12, "Procedures Following a Performance Rating".

11.3 Requirements

The principal must determine the overall rating for a teacher as a final consideration in completing the summative report. The principal uses his or her professional judgement in weighing the evidence and deciding on the rating of overall performance. For the overall rating decision to be sound, it must be informed by a rich body of evidence gathered over time and must take into account a range of perspectives. Sample Logs of Teaching Practice are available in Appendices F and G as a resource that demonstrates one approach that principals and teachers can use to gather evidence of performance over time.

New Teachers

Principals must assess a new teacher's performance in relation to the eight competencies (at a minimum) highlighted in Table 2 in section 5, "Competencies", and in the Summative Report Form for New Teachers in Appendix A. When coming to a final decision about the rating, principals must also take into account the teacher's participation in the NTIP as well as all other factors related to the teacher's performance.

The list that follows summarizes possible ratings for new teachers at each stage of the appraisal process:

- The principal assigns all new teachers a rating of either *Satisfactory* or *Development Needed* based on the results of the first performance appraisal.
- New teachers whose performance rating was *Satisfactory* in the first appraisal are assigned a rating of either *Satisfactory* or *Development Needed* based on the results of the second appraisal.
- New teachers whose performance rating was *Development Needed* in the first appraisal are assigned a rating of either *Satisfactory* or *Unsatisfactory* based on the results of the second appraisal.
- Following the second appraisal, new teachers are assigned a rating of either *Satisfactory* or *Unsatisfactory* at any subsequent appraisal that is required.

Experienced Teachers

The performance appraisal of experienced teachers is based on all the competencies set out in O. Reg. 99/02 and in section 5, "Competencies", of this manual. For all appraisals of experienced teachers, the rating is either *Satisfactory* or *Unsatisfactory*.

12 Procedures Following a Performance Rating

12.1 Purpose

Ontario's performance appraisal system for new and experienced teachers has been designed to focus on teacher success. In some circumstances where a teacher's performance is rated as *Unsatisfactory* and has not improved to a *Satisfactory* rating, and after steps have been taken to provide support, the result will be a recommendation by the principal for termination of the teacher's employment.

The procedures that must follow specific appraisal outcomes are set out in legislation. However, the pathways to improvement that a teacher follows may vary, and the principal's approach to providing support will differ according to the teacher's individual circumstances.

12.2 Procedural Requirements Following New Teachers' Performance Ratings

This section is intended to inform principals and new teachers about the procedures they must follow in the case of specific appraisal outcomes. See also Figures 1A and 1B, which illustrate the process for and possible outcomes of the appraisal of new teachers.

12.2.1 Procedural Requirements Following Specific Appraisal Outcomes

All new teachers must receive two appraisals in the first 12 months after they begin teaching. A third, and if necessary a fourth, appraisal takes place if either of the two appraisals in the first 12 months result in a *Development Needed* rating.

After he or she assigns a rating, the principal must develop growth strategies that reflect the appraisal outcomes and must describe these strategies in the summative report. In developing these growth strategies, the principal must seek input from the teacher.

Following a* Satisfactory *Appraisal Rating

In order to successfully complete the NTIP requirements, a new teacher must receive two *Satisfactory* appraisal ratings within 24 months of starting to teach. In accordance with section 272 of the Education Act, the board must, within 60 calendar days of

the second *Satisfactory* rating, notify the Ontario College of Teachers that the teacher has successfully completed the NTIP. This is an essential step that enables new teachers to receive an official notation on the Certificate of Qualification and Registration that they have successfully completed the NTIP requirements.

Following a* Development Needed *Appraisal Rating

When a new teacher receives a *Development Needed* rating on a first appraisal, the principal, with input from the teacher, will develop an Enrichment Plan within 15 school days.[5] A second appraisal will be conducted within the first 12 months of teaching. The rating from the second appraisal will be either *Satisfactory* or *Unsatisfactory*. When a new teacher who received a *Satisfactory* rating on a first appraisal receives a *Development Needed* appraisal rating on a second appraisal, an Enrichment Plan will be developed and the NTIP will be extended into a second 12-month period to provide the teacher with enriched supports. A third appraisal will take place within 120 school days from the beginning of the second 12-month period, taking into consideration the time required for the teacher to participate in the additional supports.

Following an* Unsatisfactory *Appraisal Rating

When a new teacher receives an *Unsatisfactory* appraisal rating, the teacher is placed on review status. The principal will develop an Improvement Plan with input from the teacher within 15 school days. An additional appraisal must take place within 120 school days from the time the teacher is notified that he or she is on review status but no later than 24 months after the teacher begins teaching (see section 13, "Review Status").

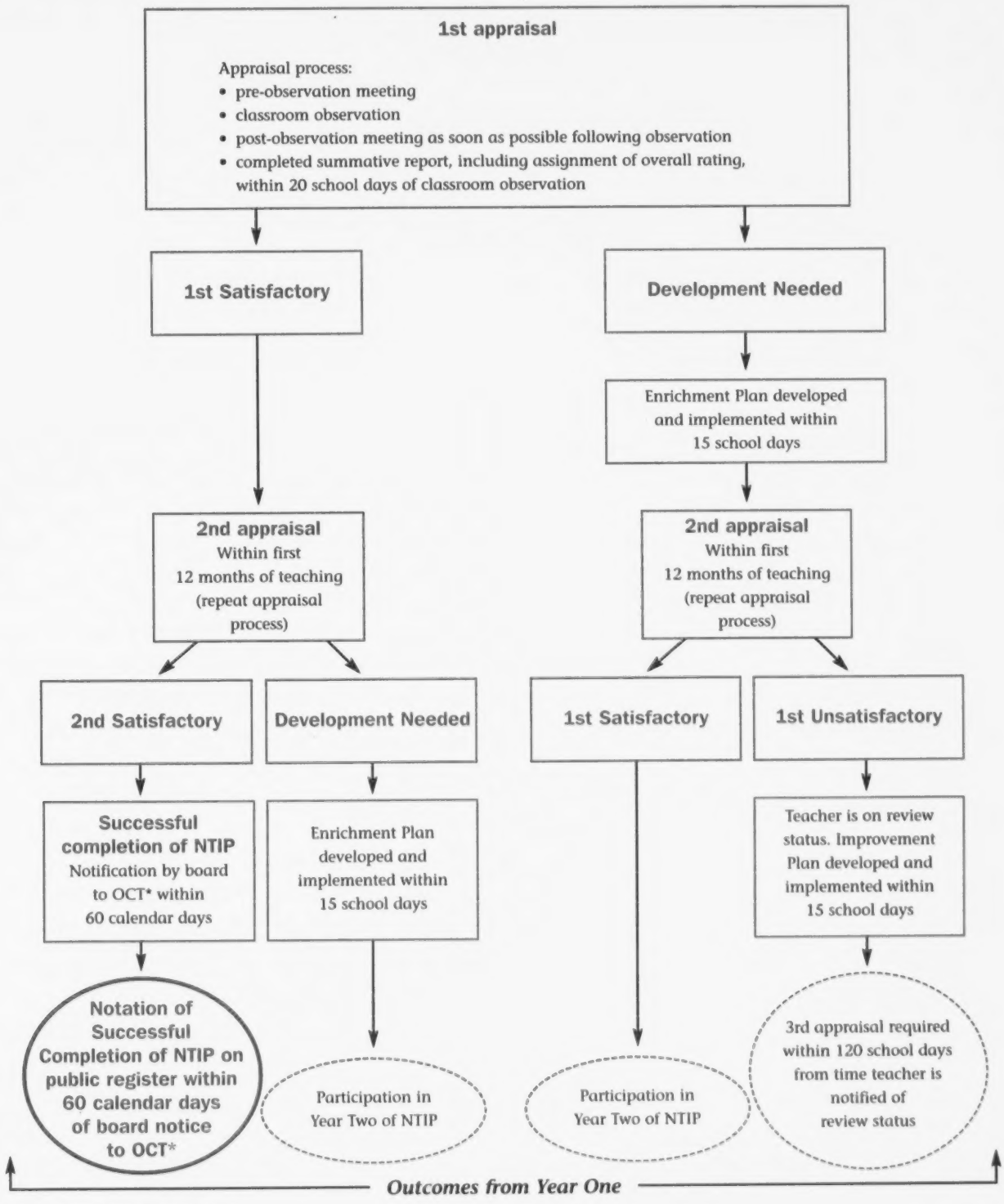
12.2.2 Time Between the First and Second Appraisals

As long as two appraisals are completed within the first 12-month period after the teacher begins teaching, the interval between the first appraisal and the second appraisal is at the principal's discretion, subject to any applicable board policies. In exercising discretion as to the timing of the second appraisal, principals must balance the desirability of giving teachers a reasonable opportunity to improve their performance against the responsibility of providing students with quality education.

5. Refer to the Education Act, Part X.2, s. 277.40.1(2).

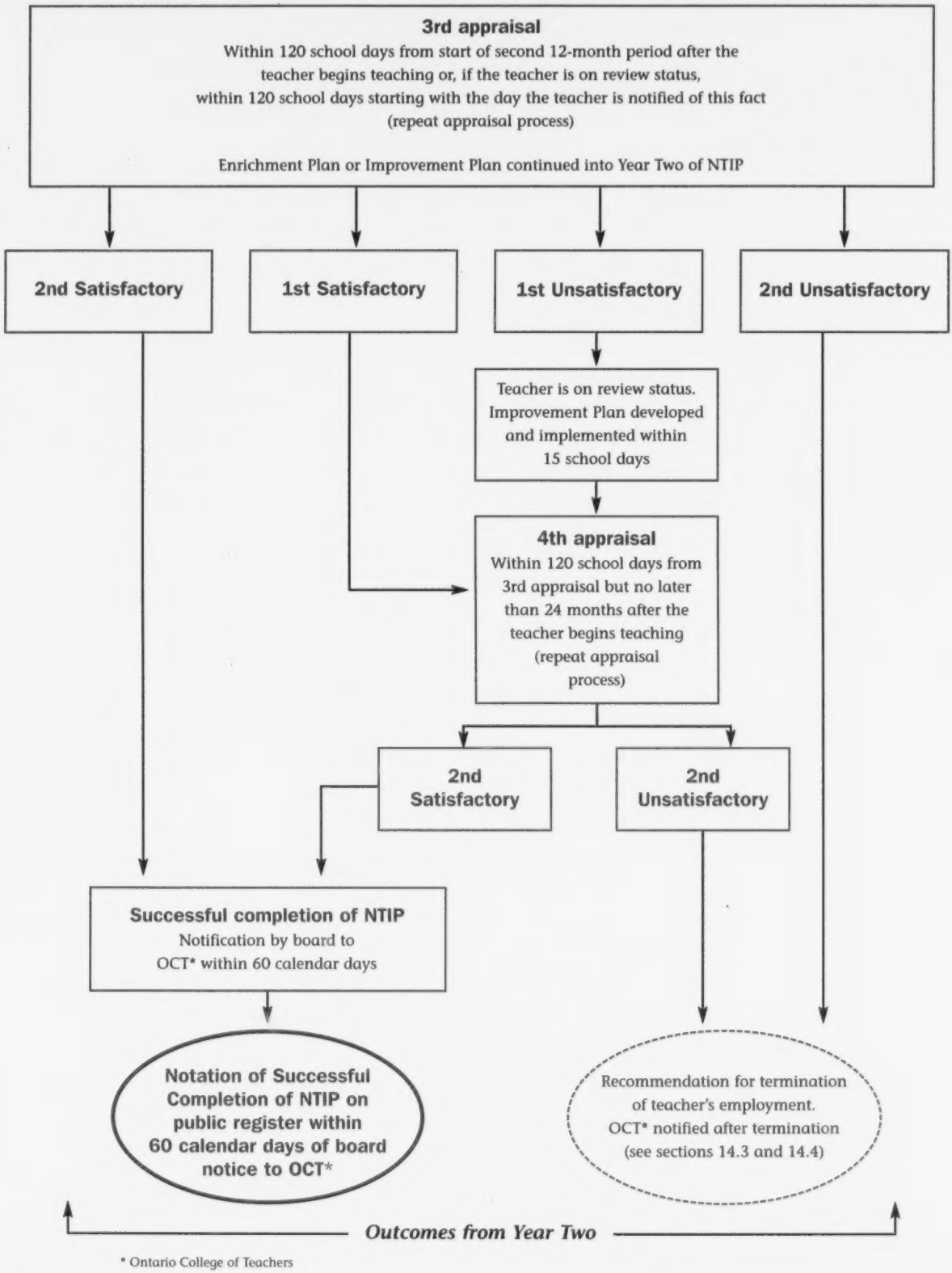
Figure 1. New Teacher Induction Program (NTIP): Performance Appraisal of New Teachers Flow Chart

1A. NTIP Year One (two appraisals are required in the first 12 months after the teacher begins teaching)


1st appraisal
Appraisal process:
• pre-observation meeting
• classroom observation
• post-observation meeting as soon as possible following observation
• completed summative report, including assignment of overall rating, within 20 school days of classroom observation
1st Satisfactory
Development Needed
Enrichment Plan developed and implemented within 15 school days
2nd appraisal Within first 12 months of teaching (repeat appraisal process)
2nd appraisal Within first 12 months of teaching (repeat appraisal process)
2nd Satisfactory
Development Needed
1st Satisfactory
1st Unsatisfactory
Successful completion of NTIP Notification by board to OCT* within 60 calendar days
Enrichment Plan developed and implemented within 15 school days
Teacher is on review status. Improvement Plan developed and implemented within 15 school days
Notation of Successful Completion of NTIP on public register within 60 calendar days of board notice to OCT*
Participation in Year Two of NTIP
Participation in Year Two of NTIP
3rd appraisal required within 120 school days from time teacher is notified of review status
Outcomes from Year One

* Ontario College of Teachers

1B. NTIP Year Two – If Required (must be completed within the teacher's first 24 months of teaching)


3rd appraisal
Within 120 school days from start of second 12-month period after the teacher begins teaching or, if the teacher is on review status, within 120 school days starting with the day the teacher is notified of this fact (repeat appraisal process)
Enrichment Plan or Improvement Plan continued into Year Two of NTIP
2nd Satisfactory
1st Satisfactory
1st Unsatisfactory
2nd Unsatisfactory
Teacher is on review status. Improvement Plan developed and implemented within 15 school days
4th appraisal
Within 120 school days from 3rd appraisal but no later than 24 months after the teacher begins teaching (repeat appraisal process)
2nd Satisfactory
2nd Unsatisfactory
Successful completion of NTIP
Notification by board to OCT* within 60 calendar days
Notation of Successful Completion of NTIP on public register within 60 calendar days of board notice to OCT*
Recommendation for termination of teacher's employment. OCT* notified after termination (see sections 14.3 and 14.4)
Outcomes from Year Two

* Ontario College of Teachers

12.3 Procedural Requirements Following Experienced Teachers' Appraisal Ratings

The sections that follow outline the requirements following specific appraisal outcomes for experienced teachers. See also Figure 2, which illustrates the process for and possible outcomes in the appraisal of experienced teachers.

12.3.1 Following a *Satisfactory* Rating

If a teacher receives a *Satisfactory* rating, the teacher and principal must identify learning and growth strategies that reflect the findings of the appraisal. The growth strategies must be taken into account in the teacher's ALP (see section 8, "The Annual Learning Plan for Experienced Teachers"). The next evaluation year for the teacher will take place after four non-evaluation years.

12.3.2 Following an *Unsatisfactory* Rating

First Unsatisfactory *Rating*

When teachers receive their first *Unsatisfactory* performance appraisal rating on their summative report, the principal must ensure that they receive the support, guidance, and monitoring necessary to enable them to improve their performance within a given period.

Within 15 school days of the teacher's receiving the rating, the principal must provide the teacher with an Improvement Plan that provides a written explanation of what is lacking in the teacher's performance and sets out the recommended steps and actions the teacher should take to improve it.[6] (Each board may design its own Improvement Plan form for experienced teachers. A sample form is available in Appendix E.)

The teacher is responsible for undertaking the steps set out in the Improvement Plan. At the request of either party, the teacher and principal must meet to discuss the outcome of the appraisal process after the teacher receives a copy of the completed summative report and Improvement Plan signed by the principal.

Timing of a Second Appraisal Following the First Unsatisfactory *Appraisal Rating*

The interval between the first performance appraisal that results in an *Unsatisfactory* rating and the second performance appraisal is at the principal's discretion, subject to any applicable board policies, as long as the second appraisal takes place within

6. Refer to the Education Act, Part X.2, s. 277.36(2).

60 school days after the principal has given the teacher written notice of the initial *Unsatisfactory* rating. In exercising this discretion, principals must balance the desirability of giving teachers a reasonable opportunity to improve their performance against the responsibility of providing students with quality education.

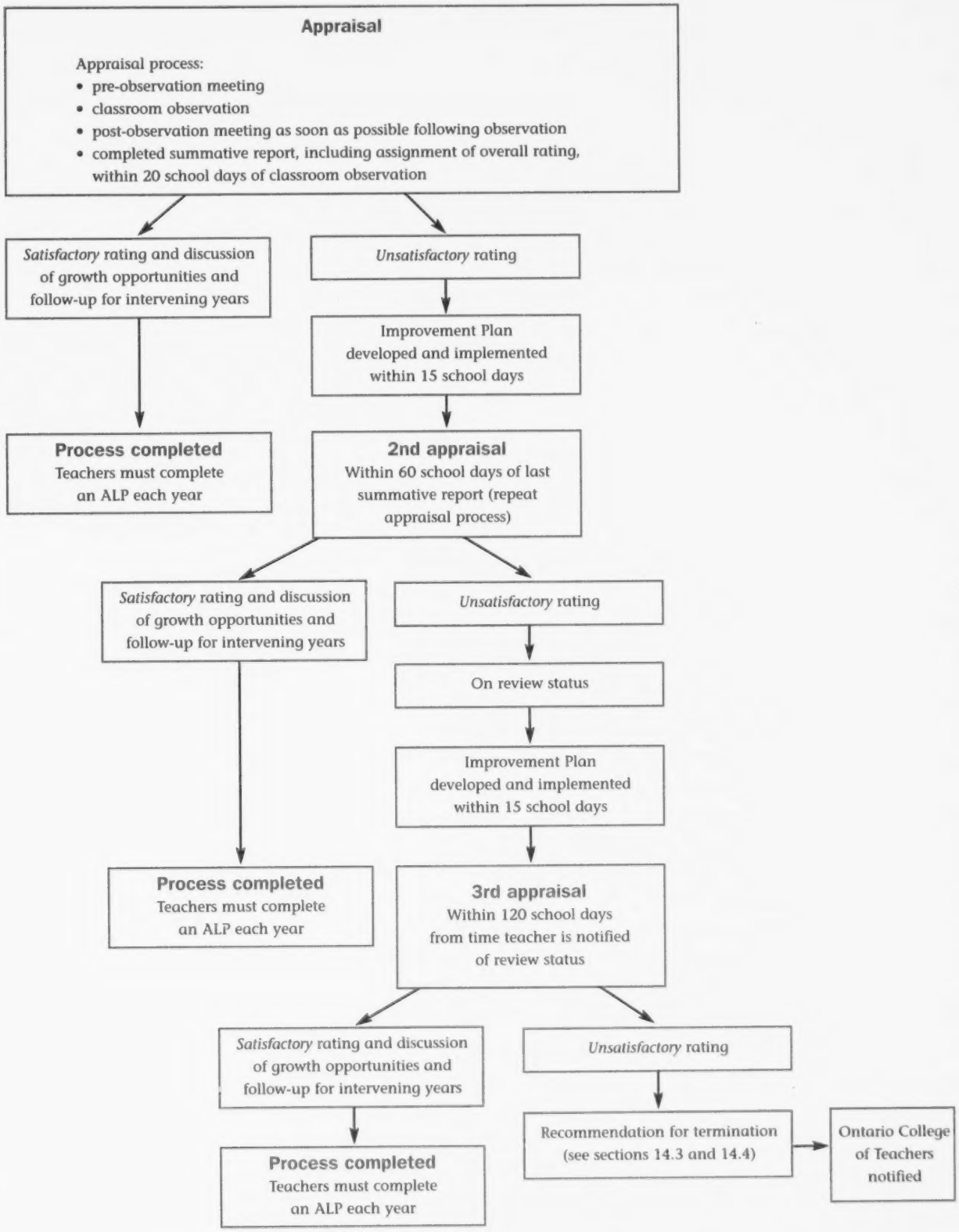
If the second appraisal results in a *Satisfactory* rating, the teacher and principal must follow the process outlined in section 12.3.1, "Following a *Satisfactory* Rating". If the second appraisal is *Unsatisfactory*, they must meet the requirements set out below.

Second* Unsatisfactory *Appraisal Rating

Teachers who receive two consecutive *Unsatisfactory* ratings on their summative reports will be placed on review status. In such a case, within 15 school days, the principal must:

- provide the teacher with a written Improvement Plan, setting out steps and actions that the teacher should take to improve his or her performance. The Improvement Plan should take the teacher's input into account. Before preparing the plan, the principal must consult with the appropriate supervisory officer;
- give the appropriate supervisory officer a signed copy of the summative report, the Improvement Plan, and all documents relied on in conducting the performance appraisal, together with a brief written summary of the matters discussed with the teacher at the appraisal meeting(s).

Figure 2. Performance Appraisal of Experienced Teachers Flow Chart


Appraisal
Appraisal process:
• pre-observation meeting
• classroom observation
• post-observation meeting as soon as possible following observation
• completed summative report, including assignment of overall rating, within 20 school days of classroom observation
Satisfactory rating and discussion of growth opportunities and follow-up for intervening years
Unsatisfactory rating
Improvement Plan developed and implemented within 15 school days
Process completed
Teachers must complete an ALP each year
2nd appraisal
Within 60 school days of last summative report (repeat appraisal process)
Satisfactory rating and discussion of growth opportunities and follow-up for intervening years
Unsatisfactory rating
On review status
Improvement Plan developed and implemented within 15 school days
Process completed
Teachers must complete an ALP each year
3rd appraisal
Within 120 school days from time teacher is notified of review status
Satisfactory rating and discussion of growth opportunities and follow-up for intervening years
Unsatisfactory rating
Recommendation for termination (see sections 14.3 and 14.4)
Ontario College of Teachers notified
Process completed
Teachers must complete an ALP each year

13 Review Status

13.1 Requirements for Placing a Teacher on Review Status

New teachers are placed on review status if they receive two ratings that are not satisfactory (i.e., a *Development Needed* rating followed by an *Unsatisfactory* rating) while participating in the NTIP. Experienced teachers are placed on review status when two consecutive performance appraisals result in an *Unsatisfactory* rating.

13.2 Principals' Responsibilities

Whenever a teacher is placed on review status, the principal will:

- monitor the teacher's performance;
- consult regularly with the supervisory officer regarding the teacher's performance and steps that could be taken to improve it;
- give the teacher feedback and recommendations that the principal considers might help the teacher improve his or her performance.

13.3 Timing of the Next Appraisal

When a new or experienced teacher is placed on review status, the principal must conduct a performance appraisal within a period of 120 school days that begins with the day on which the teacher is advised that he or she is on review status. For a new teacher, the appraisal must occur within 24 months of the teacher's beginning to teach.

If this performance appraisal results in a *Satisfactory* rating, the teacher immediately ceases to be on review status. The principal must advise the teacher in writing of that fact and provide a copy of the signed summative report with its notice of the latest appraisal rating. At the request of either party, and after the teacher receives a copy of the summative report, both the teacher and principal must meet to discuss the performance appraisal.

If this appraisal results in an *Unsatisfactory* rating, the teacher's employment may be terminated through the process described in section 14.

14 Terminating a Teacher's Employment

14.1 Purpose

Although the performance appraisal system for new and experienced teachers focuses on teacher growth and development, it also provides for a measure of public accountability in the small number of cases where continued unsatisfactory performance results in the termination of a teacher's employment. The following sections set out the procedures that boards and principals must follow in these instances.

14.2 Recommendation to Terminate Employment

If the performance appraisal conducted while a teacher is on review status results in an *Unsatisfactory* rating, the principal must promptly send a written recommendation to the board that the teacher's employment be terminated. The recommendation must be accompanied by written reasons for the recommendation and copies of all performance appraisal documents and all documents relied on in conducting the performance appraisals.

The principal must promptly provide the teacher with the following:

- a copy of the written recommendation;
- a copy of the written reasons for the recommendation;
- copies of all performance appraisal documents and all documents relied on in conducting the performance appraisals.

14.3 Termination While on Review Status Without an Additional Appraisal

In circumstances where prompt action is required in the best interests of students, the legislation provides a departure from the usual practices. At any time during a teacher's review status period of 120 school days, the principal and supervisory officer may jointly determine that the delay necessitated by conducting a third performance appraisal is inconsistent with the best interests of the students. In this instance, they must promptly send a joint written recommendation to the board that the teacher's employment be terminated. The recommendation must include

a statement that, in the opinion of both the principal and the supervisory officer, the delay necessitated by a third performance appraisal is inconsistent with the students' best interests.

Where the principal's duties and responsibilities are being performed and exercised by a supervisory officer, that supervisory officer must act jointly with another supervisory officer in recommending termination.

14.4 Procedures Regarding a Recommendation to Terminate a Teacher's Employment

Pending the board's decision on whether to terminate a teacher's employment, the director of education (or the supervisory officer in the case of a school authority) must suspend the teacher with pay or reassign him or her to duties that are, in the director's opinion, appropriate in the circumstances.

A board that receives a recommendation to terminate a teacher's employment must make a decision by a majority vote on whether to do so, and this vote must take place within 60 days of its receiving the recommendation. This decision, which is based on assessment of the teacher with respect to the competencies set out in O. Reg. 99/02 and in section 5.2 of this manual, is a final determination of whether or not the teacher is performing satisfactorily in the position to which he or she was assigned.

If the teacher's employment is not terminated and he or she was reassigned to other duties, the teacher resumes his or her former position unless the board and the teacher agree otherwise. Where a board terminates a teacher's employment or a teacher resigns while on review status, the director (or secretary) must promptly file a complaint with the Ontario College of Teachers, including the reasons for the termination or for the teacher's being placed on review status.

14.5 Arbitration

A board and the designated bargaining agent for a teacher's bargaining unit may provide in a collective agreement for the final and binding settlement, by arbitration (without stoppage of work), of differences that may arise between the board and its teachers regarding the board's interpretation and administration of Part X.2 of the Education Act, the regulations, and ministry policies and guidelines.

15 Documentation Requirements

15.1 Purpose

The documentation requirements of the performance appraisal system for new and experienced teachers outlined in this section ensure the availability of written records for principals and teachers to refer to when pursuing and monitoring pathways for their improvement. They also facilitate timely and accountable communications about the status of teacher performance appraisals within and between boards in the province.

15.2 Requirements

15.2.1 Record Keeping

Every board must retain the documents used in the teacher performance appraisal process for at least six years from the date of each summative report related to each appraisal. For experienced teachers, a copy of the teacher's ALP prepared in the evaluation year must be included with the appraisal documentation that the board keeps on record.

15.2.2 Exchange of Information Among Schools and Boards

New Teachers

In instances where a new teacher transfers to another school within a board, or to a school in another board, the board must promptly provide the receiving principal/board with copies of the teacher's appraisal documents, including:

- any summative reports, Enrichment Plans, and/or Improvement Plans;
- any documents related to the termination of the teacher's employment or to a recommendation for termination;
- any documents related to the teacher's resignation while on review status.

This documentation should include information about the NTIP elements in which the teacher was required to participate, so that the NTIP and appraisal processes can continue without interruption at the teacher's new school.

Experienced Teachers

A board that is considering employing an experienced teacher shall contact the last board, if any, that employed this teacher to request the following documents:

- copies of the performance appraisal documents in the board's possession that relate to the teacher's last two performance appraisals conducted by that board, if either of those two appraisals resulted in an *Unsatisfactory* rating;
- copies of all documents relied on in conducting the last two performance appraisals, if either of those two appraisals resulted in an *Unsatisfactory* rating;
- copies of any documents related to the termination of the teacher's employment or to a recommendation for termination;
- copies of any documents related to the teacher's resignation while on review status.

These provisions for the exchange of information between boards are the minimum requirements established under the Education Act. Nothing in the legislation is intended to limit existing rights available to boards for the exchange of information about prospective or past employees.

Appendices

Accessible, up-to-date electronic versions of the forms provided in the appendices are available online at www.edu.gov.on.ca/eng/teacher/appraise.html.

Appendix A
Summative Report Form for New Teachers (Approved Form)

This form must be used for each performance appraisal. The duties of the principal may be delegated to a vice-principal in the same school or to an appropriate supervisory officer.

Boards are not allowed to remove any of the content from this approved form. Boards may add information, such as additional competencies (see section 277.32 of the Education Act), as long as this does not affect the substance of the form or mislead, and as long as the form is organized in substantially the same way as the approved form.

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Name of Board

Description of Teacher's Assignment (grade(s), subject(s), full-time/part-time, elementary/secondary, etc.)

Meeting and Classroom Observation Dates (yyyy/mm/dd)

Pre-observation:

Classroom Observation:

Post-observation:

Instructions to the Principal

1. This report must be completed after the post-observation meeting.
2. A copy of the report signed by the principal must be provided to the teacher within 20 school days of the classroom observation. If the rating is not *Satisfactory*, the principal must follow the steps outlined in section 12.2.1 of the *Teacher Performance Appraisal Technical Requirements Manual* (2010).
3. The teacher may add comments and must sign this report to acknowledge receipt. At the request of either the teacher or the principal, the teacher and the principal must meet to discuss the performance appraisal after the teacher receives a copy of this report.
4. A copy of this report signed by both the principal and the teacher must be sent to the appropriate supervisory officer.
5. In preparing the summative report, the principal must:
   - assess the teacher's performance in relation to the eight competencies for new teachers (at a minimum) and provide comments for each competency;
   - indicate the induction elements in which the teacher has participated;
   - provide an overall rating of the teacher's performance in accordance with the rating scale;
   - provide growth strategies for the teacher's development.

Participation in the New Teacher Induction Program

The teacher participated in/is participating in (check all that apply):

☐ Orientation ☐ Mentoring ☐ Professional Development

Other Appraisal Input Relevant to the Principal's Appraisal of the Teacher's Performance

Instructions to the Principal: A comment must be provided for each competency.

Domain: Commitment to Pupils and Pupil Learning

The teacher demonstrates commitment to the well-being and development of all pupils.

The teacher is dedicated in his or her efforts to teach and support pupil learning and achievement.

The teacher treats all pupils equitably and with respect.

The teacher provides an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.

Domain: Professional Knowledge

The teacher knows his or her subject matter, the Ontario curriculum, and education-related legislation.

Domain: Teaching Practice

The teacher uses his or her professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of his or her pupils.

The teacher communicates effectively with pupils, parents, and colleagues.

The teacher conducts ongoing assessment of his or her pupils' progress, evaluates their achievement, and reports results to pupils and parents regularly.

Additional Competencies

Overall Rating of Teacher's Performance

(Check the appropriate box.)

☐ *Satisfactory* ☐ *Development Needed*

If the teacher received a Development Needed performance rating in a previous appraisal, use the following rating scale:

☐ *Satisfactory* ☐ *Unsatisfactory*

Growth Strategies for the Teacher

(Check the appropriate box.)

☐ An Enrichment Plan (required following a *Development Needed* performance rating) or Improvement Plan (required following an *Unsatisfactory* performance rating) will be developed.

OR

☐ The teacher received a *Satisfactory* performance rating. The following growth strategies have been identified for the teacher's consideration to assist in his or her ongoing development.

Growth Strategies:

Principal's Summary Comments on the Appraisal (optional)

Teacher's Comments on Progress to Date (optional)

Principal's Signature

My signature indicates that this performance appraisal was conducted in accordance with Part X.2 of the Education Act and Ontario Regulations 99/02, as amended.

Date (yyyy/mm/dd)

Teacher's Signature

My signature indicates the receipt of this summative report.

Date (yyyy/mm/dd)

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Appendix B
Summative Report Form for Experienced Teachers (Approved Form)

This form must be used for each performance appraisal. The duties of the principal may be delegated to a vice-principal in the same school or to an appropriate supervisory officer.

Boards are not allowed to remove any of the content from this approved form. Boards may add information, such as additional competencies (see section 277.32 of the Education Act), as long as this does not affect the substance of the form or mislead, and as long as the form is organized in substantially the same way as the approved form.

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Name of Board

Description of Teacher's Assignment (grade(s), subject(s), full-time/part-time, elementary/secondary, etc.)

Meeting and Classroom Observation Dates (yyyy/mm/dd)

Pre-observation:

Classroom Observation:

Post-observation:

Instructions to the Principal

1. This report must be completed after the post-observation meeting.
2. A copy signed by the principal must be provided to the teacher within 20 school days of the classroom observation. If the rating is *Unsatisfactory*, the principal must follow the steps outlined in section 12.3.2 of the *Teacher Performance Appraisal Technical Requirements Manual* (2010).
3. The teacher may add comments and must sign this report to acknowledge receipt. At the request of either the teacher or the principal, the teacher and the principal must meet to discuss the performance appraisal after the teacher receives a copy of this report.
4. A copy of this report signed by both the principal and the teacher must be sent to the appropriate supervisory officer.
5. In preparing the summative report, the principal must:
   - consider all 16 competencies in assessing the teacher's performance;
   - provide comments regarding the competencies identified in discussions with the teacher as most relevant to the teacher's performance appraisal;*
   - provide an overall rating of the teacher's performance in accordance with the rating scale;
   - recommend professional growth goals and strategies for the teacher's development.

Focus of the Classroom Observation

Other Appraisal Input (Please specify)

☐ Additional input attached

* Notwithstanding the discussions held between the teacher and the principal, the principal is required to assess teacher performance in relation to all 16 competencies set out in Schedule 3 of O. Reg. 99/02, as amended, and may comment on competencies other than those discussed.

Instructions to the Principal

Comment on competencies identified in discussions with the teacher as the focus of the teacher's performance appraisal (the principal may also comment on other competencies that were assessed during the performance appraisal).

Domain: Commitment to Pupils and Pupil Learning

- The teacher demonstrates commitment to the well-being and development of all pupils.
- The teacher is dedicated in his or her efforts to teach and support pupil learning and achievement.
- The teacher treats all pupils equitably and with respect.
- The teacher provides an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.

Domain: Professional Knowledge

- The teacher knows his or her subject matter, the Ontario curriculum, and education-related legislation.
- The teacher knows a variety of effective teaching and assessment practices.
- The teacher knows a variety of effective classroom management strategies.
- The teacher knows how pupils learn and the factors that influence pupil learning and achievement.

Domain: Teaching Practice

- The teacher uses his or her professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of his or her pupils.
- The teacher communicates effectively with pupils, parents, and colleagues.
- The teacher conducts ongoing assessment of his or her pupils' progress, evaluates their achievement, and reports results to pupils and their parents regularly.
- The teacher adapts and refines his or her teaching practices through continuous learning and reflection, using a variety of sources and resources.
- The teacher uses appropriate technology in his or her teaching practices and related professional responsibilities.

Domain: Leadership and Community

- The teacher collaborates with other teachers and school colleagues to create and sustain learning communities in his or her classroom and school.
- The teacher works with other professionals, parents, and members of the community to enhance pupil learning, pupil achievement, and school programs.

Domain: Ongoing Professional Learning

- The teacher engages in ongoing professional learning and applies it to improve his or her teaching practices.

Additional Competencies

Overall Rating of Teacher's Performance

(Check the appropriate box.)

☐ *Satisfactory* ☐ *Unsatisfactory* (If the teacher receives an *Unsatisfactory* rating, an Improvement Plan will also be developed.)

Comments on the Overall Rating of the Teacher's Performance

If the teacher receives a *Satisfactory* rating, the principal is encouraged to provide further feedback on strengths and possible areas of growth for the teacher.

Professional Growth Goals and Strategies for the Teacher (required, if rating is *Satisfactory*)

The following professional growth goals and strategies are recommended for the teacher to take into account when developing his or her Annual Learning Plan (ALP).

Principal's Additional Comments on the Appraisal (optional)

Teacher's Comments on the Appraisal (optional)

Principal's Signature

My signature indicates that this performance appraisal was conducted in accordance with Part X.2 of the Education Act and Ontario Regulation 99/02 and Ontario Regulation 98/02, as amended.

Date (yyyy/mm/dd)

Teacher's Signature

My signature indicates the receipt of this summative report.

Date (yyyy/mm/dd)

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Appendix C
Enrichment Plan for New Teachers (Sample Form)

The principal must prepare an Enrichment Plan for a new teacher whose appraisal has resulted in a *Development Needed* rating. The principal must take into account the teacher's input when preparing the plan. The plan must set out the elements of the New Teacher Induction Program that are appropriate for the new teacher to participate in to improve his or her performance. The plan must also provide a description of the teacher's participation in those elements.

The duties of the principal may be delegated to a vice-principal in the same school or to an appropriate supervisory officer.

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Name of Board

Description of Teacher's Assignment (grade(s), subject(s), full-time/part-time, elementary/secondary, etc.)

Instructions to the Principal

Provide a description of the element(s) of the New Teacher Induction Program that would be appropriate for the teacher to participate in to improve his or her performance. Input from the new teacher must be taken into account.

Competencies Requiring Development

Expectations

Element(s) of NTIP to Be Provided to Teacher

Description of Participation in Element(s) (including topic, strategy, timelines, etc.)

Release Days (if required)

Teacher's Comments on the Enrichment Plan (optional)

Principal's Comments on the Enrichment Plan (optional)

Date of Next Performance Appraisal

Date (yyyy/mm/dd)

Principal's Signature

My signature indicates that I developed this Enrichment Plan with the teacher's input.

Date (yyyy/mm/dd)

Teacher's Signature

My signature indicates that I provided input into the Enrichment Plan.

Date (yyyy/mm/dd)

Supervisory Officer's Signature

My signature indicates that the Enrichment Plan has been developed in accordance with the board's policy.

Date (yyyy/mm/dd)

Appendix D
Improvement Plan for New Teachers (Sample Form)

The principal must prepare an Improvement Plan for a new teacher whose appraisal has resulted in an *Unsatisfactory* rating. The principal must take into account the teacher's input when preparing the plan. This plan must set out steps and actions that the new teacher should take to improve his or her performance.

The duties of the principal may be delegated to a vice-principal in the same school or to an appropriate supervisory officer.

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Name of Board

Description of Teacher's Assignment (grade(s), subject(s), full-time/part-time, elementary/secondary, etc.)

Competencies Requiring Improvement

Expectations

Steps and Actions for Improvement (teacher input must be taken into account)

Support (e.g., from principal or from board)

Sample Indicators of Success

Date of Next Performance Appraisal

Date (yyyy/mm/dd)

Teacher's Comments on the Improvement Plan

Principal's Signature

My signature indicates that I developed this Improvement Plan with the teacher's input.

Date (yyyy/mm/dd)

Teacher's Signature

My signature indicates that I provided input into the Improvement Plan.

Date (yyyy/mm/dd)

Supervisory Officer's Signature

My signature indicates that the Improvement Plan has been developed in accordance with the board's policy.

Date (yyyy/mm/dd)

Appendix E
Improvement Plan for Experienced Teachers (Sample Form)

The principal must prepare an Improvement Plan for an experienced teacher whose appraisal has resulted in an *Unsatisfactory* rating. The principal must take into account the teacher's input when preparing the plan. This plan must set out steps and actions that the teacher should take to improve his or her performance.

The duties of the principal may be delegated to a vice-principal in the same school or to an appropriate supervisory officer.

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Name of Board

Description of Teacher's Assignment (grade(s), subject(s), full-time/part-time, elementary/secondary, etc.)

Competencies Requiring Improvement

Expectations

Steps and Actions for Improvement (teacher input must be taken into account)

Support (e.g., from principal or from board)

Sample Indicators of Success

Date of Next Performance Appraisal

Date (yyyy/mm/dd)

Teacher's Comments on the Improvement Plan

Principal's Signature

My signature indicates that I developed this Improvement Plan with the teacher's input.

Date (yyyy/mm/dd)

Teacher's Signature

My signature indicates that I provided input into the Improvement Plan.

Date (yyyy/mm/dd)

Supervisory Officer's Signature

My signature indicates that the Improvement Plan has been developed in accordance with the board's policy.

Date (yyyy/mm/dd)

Appendix F
Log of Teaching Practice for New Teachers (Optional Form)

Suggestions for Using the Log of Teaching Practice

How is the Log of Teaching Practice used?

The Log of Teaching Practice is an optional resource for principals and/or teachers that may be used as a regularly kept record of demonstrations of teaching. It can provide a vehicle for chronicling noteworthy examples of teaching and learning events as they occur. The log uses a standardized format for recording. Entries are restricted to facts so that data are objective. Analysis and interpretation follow the collection of log data.

How can the Log of Teaching Practice be used in the performance appraisal process for new teachers?

The log can be used to record selected information about specific occurrences related to a new teacher's learning and development in relation to the eight competencies that are the focus of the performance appraisal process for new teachers. The log contains specific information recorded over time, which the principal and teacher can use to identify patterns that show areas of strength and growth.

When logs are kept simultaneously by both the principal and the new teacher, these logs together can be used to encourage personal reflection, promote professional dialogue, and foster learning from experience. An individual log form is provided for each of the eight competencies that provide the appraisal focus for new teachers. Principals and teachers may use the blank Log of Teaching Practice form for other competencies if they wish.

Who maintains the Log of Teaching Practice?

Principals and teachers may keep their own individual logs.

What occurrences are relevant for recording in the Log of Teaching Practice?

The occurrences or instances that can be recorded in the log should be relevant to any of the eight competencies that are the focus of the performance appraisal process for new teachers.

Principals and teachers may also choose to keep logs for other competency areas. Concrete examples of ways in which a competency may be observed in practice are included on the log form as a resource. These statements are samples and do not include everything that constitutes good teaching. Their purpose is to help make explicit some of the specific skills, knowledge, and attitudes expected of new teachers. Principals and teachers may use these examples and may identify and use others as well to develop a shared understanding of what teachers should demonstrate in their teaching.

What sources and kinds of evidence are used?

A wide range of possible evidence can be collected in relation to demonstrations of teaching. "Possible Sources of Evidence", included as a resource at the end of this appendix, provides a list of evidence that principals and teachers might reference in their individual log.

Where should documents and other materials referenced in the Log of Teaching Practice be stored?

Principals and teachers can each set up files to support what they record in their log.

One approach is to set up a file that contains individual folders related to each of the competencies and use the folders to house evidence gathered. Please refer to your board's policy.

Log of Teaching Practice for New Teachers

USER: ☐ Teacher ☐ Principal

Teacher's Last Name	Teacher's First Name

Principal's Last Name	Principal's First Name

Teaching Assignment	Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers demonstrate commitment to the well-being and development of all pupils.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- applies knowledge about how students develop and learn physically, socially, and cognitively
- responds to learning exceptionalities and special needs by modifying assessment processes to ensure needs of special students are met
- shapes instruction so that it is helpful to all students, who learn in a variety of ways
- effectively motivates students to improve student learning
- models and promotes the joy of learning
- demonstrates a positive rapport with students

Date of Entry	Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

Log of Teaching Practice for New Teachers

USER: ☐ Teacher ☐ Principal

Teacher's Last Name	Teacher's First Name

Principal's Last Name	Principal's First Name

Teaching Assignment	Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers are dedicated in their efforts to teach and support pupil learning and achievement.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- assists students in practising new skills by providing opportunities for guided practice
- provides for active student participation in the learning process
- employs a balance of student- and teacher-directed discussion/learning
- establishes an environment that maximizes learning
- encourages students to excel to the best of their ability
- uses a variety of teaching strategies suited to the individual needs of students

Date of Entry	Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

Log of Teaching Practice for New Teachers

USER: ☐ Teacher ☐ Principal

Teacher's Last Name	Teacher's First Name

Principal's Last Name	Principal's First Name

Teaching Assignment	Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers treat all pupils equitably and with respect.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- demonstrates care and respect for students by maintaining positive interactions
- promotes polite and respectful student interactions
- addresses inappropriate student behaviour in a positive manner
- communicates information from a bias-free, multicultural perspective
- ensures and models bias-free assessment
- values and promotes fairness and justice, and adopts anti-discriminatory practices with respect to gender, sexual orientation, race, disability, age, religion, and culture

Date of Entry	Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

Log of Teaching Practice for New Teachers

USER: ☐ Teacher ☐ Principal

Teacher's Last Name	Teacher's First Name
Principal's Last Name	**Principal's First Name**
Teaching Assignment	**Date (yyyy/mm/dd)**

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers provide an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- provides students with appropriate opportunities for independent practice of new skills
- employs effective questioning techniques that encourage higher-level thinking skills
- provides guidance and appropriate feedback to learners on attainment of new concepts/skills
- encourages feedback, risk taking, questioning, and experimentation by establishing a non-threatening learning environment
- encourages students to be cognisant of their personal strengths and capabilities with respect to possible career paths

Date of Entry	Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

Log of Teaching Practice for New Teachers

USER: ☐ Teacher ☐ Principal

Teacher's Last Name	Teacher's First Name

Principal's Last Name	Principal's First Name

Teaching Assignment	Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Knowledge

Competency: Teachers know their subject matter, the Ontario curriculum, and education-related legislation.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- exhibits an understanding of and the ability to explain subject areas when teaching the Ontario curriculum
- demonstrates mastery of subject knowledge and related skills
- presents accurate and up-to-date information
- implements and effectively explains statutes and regulations with regard to student safety and welfare
- knows, follows, and explains appropriate legislation, local policies, and procedures

Date of Entry	Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

Log of Teaching Practice for New Teachers

USER: ☐ Teacher ☐ Principal

Teacher's Last Name	Teacher's First Name

Principal's Last Name	Principal's First Name

Teaching Assignment	Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Teaching Practice

Competency: Teachers use their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of their pupils.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- develops clear and achievable classroom expectations with the students
- models and promotes effective communication skills
- chooses pertinent resources for development of instruction to address student needs
- uses instructional time in a focused, purposeful way
- organizes subject matter into meaningful lessons
- assists students to develop and use ways to access and critically assess information
- uses a clear and consistent format to present instruction

Date of Entry	Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

Log of Teaching Practice for New Teachers

USER: ☐ Teacher ☐ Principal

Teacher's Last Name	Teacher's First Name

Principal's Last Name	Principal's First Name

Teaching Assignment	Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Teaching Practice

Competency: Teachers communicate effectively with pupils, parents, and colleagues.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- provides ongoing feedback to parents through newsletters and bulletins, etc.
- demonstrates a positive, professional attitude when communicating with parents, students, and colleagues
- follows school/board guidelines on reporting with diligence
- conducts teacher-student conferences
- communicates clear, challenging, and achievable expectations to and for students

Date of Entry	Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

Log of Teaching Practice for New Teachers

USER: ☐ Teacher ☐ Principal

Teacher's Last Name	Teacher's First Name
Principal's Last Name	**Principal's First Name**
Teaching Assignment	**Date (yyyy/mm/dd)**

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Teaching Practice

Competency: Teachers conduct ongoing assessment of their pupils' progress, evaluate their achievement, and report results to pupils and their parents regularly.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- uses a variety of techniques to report student progress
- uses a variety of appropriate assessment and evaluation techniques
- engages in meaningful dialogue with students to provide feedback during the teaching/learning process
- uses ongoing reporting to keep both students and parents informed and to chart student progress
- gathers accurate data on student performance and keeps comprehensive records of student achievement

Date of Entry	Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

Log of Teaching Practice for New Teachers

USER: ☐ Teacher ☐ Principal

(Blank form to be used for additional competencies.)

Teacher's Last Name	Teacher's First Name

Principal's Last Name	Principal's First Name

Teaching Assignment	Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN:	
Competency:	
The principal and teacher list examples of possible ways the competency may be shown in practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice. • • • • •	
Date of Entry	**Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.**

Possible Sources of Evidence

The following list provides examples of possible sources of evidence that principals and teachers may reference in the Log of Teaching Practice.

- Age-appropriate assessment tools, including modifications for students
- Classroom assignments and assessments, including modifications/accommodations for students with learning exceptionalities and special needs
- Differentiated lessons and assessments
- Feedback on assignments from teacher and/or student
- Flyers, pictures, treasure boxes
- Goal-setting activities
- Learning centres
- Lessons and assignments that show authentic assessment practices
- Letters to parents, monthly classroom newsletters that reflect the diversity of the school community
- List of classroom expectations and routines
- List of daily/weekly routines and use of instructional time
- Log of student remedial support
- Manipulatives, media tools
- Multifaith calendar
- Open house/curriculum night/education week materials
- Parent conference materials
- Parent/teacher/student interviews and conferences
- Plans showing results of collaboration with other teachers (e.g., in English as a Second Language)
- Posters, photos, bulletin boards, displays of student work
- Reading and reasoning targets, data analysis, and prompts
- Records of student achievement
- Reflective journals
- Resources and classroom materials that reflect diversity
- Sample lesson and unit plans using modules, curriculum integration
- Sample progress reports and report cards
- Sample safety routines
- Samples of student reflection
- Samples of student work
- Samples of tests, rubrics, checklists, anecdotal comments
- Self and peer assessments
- Student of the week certificates, positive notes
- Student portfolios
- Student presentations
- Student-designed assignments

- Use of achievement charts/performance standards
- Use of classroom data to improve lessons
- Use of community resources and guest speakers
- Use of curriculum unit planner
- Word wall and classroom visuals

Add Other Sources of Evidence

Appendix G
Log of Teaching Practice for Experienced Teachers (Optional Form)

Suggestions for Using the Log of Teaching Practice

How is the Log of Teaching Practice used?

A Log of Teaching Practice is an optional resource for principals and/or teachers that may be used as a regularly kept record of demonstrations of teaching. It can provide a vehicle for chronicling noteworthy examples of teaching and learning events as they occur. The log uses a standardized format for recording. Entries are restricted to facts so that data are objective. Analysis and interpretation follow the collection of log data.

How can the Log of Teaching Practice be used in the performance appraisal process for experienced teachers?

The log can be used to record selected information about specific occurrences related to an experienced teacher's learning and development in relation to the 16 competencies that form the basis of the performance appraisal process for experienced teachers. The log contains specific information recorded over time, which the principal and teacher can use to identify patterns that show areas of strength and growth.

When logs are kept simultaneously by both the principal and the teacher, these logs together can to be used to encourage personal reflection, promote professional dialogue, and foster learning from experience. An individual log form is provided for each of the 16 competencies. Principals and teachers may use the blank Log of Teaching Practice form for other competencies if they wish.

Who maintains the Log of Teaching Practice?

Principals and teachers may keep their own individual logs.

What occurrences are relevant for recording in the Log of Teaching Practice?

The occurrences or instances that could be recorded in the log should be relevant to any of the 16 competencies that form the basis of the performance appraisal process for experienced teachers. Principals and teachers may also choose to keep logs for other competency areas. Concrete examples of ways in which a competency may be observed in practice are included on the log form as a resource. These statements are samples and do not include everything that constitutes good teaching. Their purpose is to help make explicit some of the specific skills, knowledge, and attitudes expected of experienced teachers. Principals and teachers may use these examples and may identify and use others as well to develop a shared understanding of what teachers should demonstrate in their teaching.

What sources and kinds of evidence are used?

A wide range of possible evidence can be collected in relation to demonstrations of teaching. "Possible Sources of Evidence", included as a resource at the end of this appendix, provides a list of evidence that principals and teachers might reference in their individual log.

Where should documents and other materials referenced in the Log of Teaching Practice be stored?

Principals and teachers can each set up files to support what they record in their log.

One approach is to set up a file that contains individual folders related to each of the competencies and use the folders to house evidence gathered. Please refer to your board's policy.

Log of Teaching Practice for Experienced Teachers

USER: ☐ Teacher ☐ Principal

Teacher's Last Name	Teacher's First Name
Principal's Last Name	**Principal's First Name**
Teaching Assignment	**Date (yyyy/mm/dd)**

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers demonstrate commitment to the well-being and development of all pupils.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, the examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- applies knowledge of how students develop and learn physically, socially, and cognitively
- responds to learning exceptionalities and special needs by modifying assessment processes to ensure needs of special students are met
- shapes instruction so that it is helpful to all students, who learn in a variety of ways
- effectively motivates students to improve student learning
- demonstrates a positive rapport with students

Date of Entry	Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

Log of Teaching Practice for Experienced Teachers

USER: ☐ Teacher ☐ Principal

Teacher's Last Name	Teacher's First Name
Principal's Last Name	**Principal's First Name**
Teaching Assignment	**Date (yyyy/mm/dd)**

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers are dedicated in their efforts to teach and support pupil learning and achievement.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- assists learners in practising new skills by providing opportunities for guided practice
- provides for active student participation in the learning process
- employs a balance of student- and teacher-directed discussion/learning
- establishes an environment that maximizes learning
- uses a variety of teaching strategies suited to the individual needs of students

Date of Entry	Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

Log of Teaching Practice for Experienced Teachers

USER: ☐ Teacher ☐ Principal

Teacher's Last Name	Teacher's First Name
Principal's Last Name	**Principal's First Name**
Teaching Assignment	**Date (yyyy/mm/dd)**

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers treat all pupils equitably and with respect.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- demonstrates care and respect for students by maintaining positive interactions
- promotes polite and respectful student interactions
- addresses inappropriate student behaviour in a positive manner
- communicates information from a bias-free, multicultural perspective
- ensures and models bias-free assessment
- values and promotes fairness and justice, and adopts anti-discriminatory practices with respect to gender, sexual orientation, race, disability, age, religion, and culture

Date of Entry	Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

Log of Teaching Practice for Experienced Teachers

USER: ☐ Teacher ☐ Principal

Teacher's Last Name	Teacher's First Name
Principal's Last Name	**Principal's First Name**
Teaching Assignment	**Date (yyyy/mm/dd)**

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers provide an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- provides students with appropriate opportunities for independent practice of new skills
- employs effective questioning techniques that encourage higher-level thinking skills
- provides guidance and appropriate feedback to learners on attainment of new concepts/skills
- encourages feedback, risk taking, questioning, and experimentation by establishing a non-threatening learning environment
- encourages students to be cognisant of their personal strengths and capabilities with respect to possible career paths

Date of Entry	Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

Log of Teaching Practice for Experienced Teachers

USER: ☐ Teacher ☐ Principal

Teacher's Last Name	Teacher's First Name

Principal's Last Name	Principal's First Name

Teaching Assignment	Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Knowledge

Competency: Teachers know their subject matter, the Ontario curriculum, and education-related legislation.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- exhibits an understanding of and the ability to explain subject areas when teaching the Ontario curriculum
- demonstrates mastery of subject knowledge and related skills
- presents accurate and up-to-date information
- implements and effectively explains statutes and regulations with regard to student safety and welfare
- knows, follows, and explains appropriate legislation, local policies, and procedures

Date of Entry	Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

Log of Teaching Practice for Experienced Teachers

USER: ☐ Teacher ☐ Principal

Teacher's Last Name	Teacher's First Name
Principal's Last Name	**Principal's First Name**
Teaching Assignment	**Date (yyyy/mm/dd)**

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Knowledge

Competency: Teachers know a variety of effective teaching and assessment practices.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- provides constructive criticism as part of evaluation
- aligns assessment strategies with learning objectives
- uses appropriate diagnostic techniques to assess student difficulties
- employs formative and summative assessments to check for understanding
- uses a variety of appropriate teaching techniques to engage students
- uses a variety of assessment strategies and instruments to make both short- and long-term decisions to improve student learning

Date of Entry	Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

Log of Teaching Practice for Experienced Teachers

USER: ☐ Teacher ☐ Principal

Teacher's Last Name	Teacher's First Name
Principal's Last Name	**Principal's First Name**
Teaching Assignment	**Date (yyyy/mm/dd)**

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Knowledge

Competency: Teachers know a variety of effective classroom management strategies.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- systematizes routine procedures and tasks to engage students in varied learning experiences
- provides opportunities for students to share their interests and demonstrate their involvement in learning
- ensures that all students have the opportunity to learn
- uses appropriate strategies to manage discipline
- implements the behaviour code consistently

Date of Entry	Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

Log of Teaching Practice for Experienced Teachers

USER: ☐ Teacher ☐ Principal

Teacher's Last Name	Teacher's First Name
Principal's Last Name	**Principal's First Name**
Teaching Assignment	**Date (yyyy/mm/dd)**

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Knowledge

Competency: Teachers know how pupils learn and the factors that influence pupil learning and achievement.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- uses different motivational strategies to encourage students in developing competence in all areas
- takes into account various learning styles with the selection of materials/media
- adapts to groups or individual students and uses flexible grouping practices
- modifies programs to fit student needs by making topics relevant to students' lives and experiences
- knows special education IEP and IPRC processes and provides appropriate experiences for student achievement

Date of Entry	Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

Log of Teaching Practice for Experienced Teachers

USER: ☐ Teacher ☐ Principal

Teacher's Last Name	Teacher's First Name

Principal's Last Name	Principal's First Name

Teaching Assignment	Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Teaching Practice

Competency: Teachers use their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of their pupils.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- develops clear and achievable classroom expectations with students
- models and promotes effective communication skills
- chooses pertinent resources for development of instruction to address student needs
- uses instructional time in a focused, purposeful way
- organizes subject matter into meaningful lessons
- assists students to develop and use ways to access and critically assess information

Date of Entry	Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

Log of Teaching Practice for Experienced Teachers

USER: ☐ Teacher ☐ Principal

Teacher's Last Name	Teacher's First Name
Principal's Last Name	**Principal's First Name**
Teaching Assignment	**Date (yyyy/mm/dd)**

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Teaching Practice

Competency: Teachers communicate effectively with pupils, parents, and colleagues.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- provides ongoing feedback to parents through newsletters and bulletins, etc.
- demonstrates a positive, professional attitude when communicating with parents, students, and colleagues
- follows school/board guidelines on reporting with diligence
- conducts teacher-student conferences
- communicates clear, challenging, and achievable expectations to and for students

Date of Entry	Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

Log of Teaching Practice for Experienced Teachers

USER: ☐ Teacher ☐ Principal

Teacher's Last Name	Teacher's First Name

Principal's Last Name	Principal's First Name

Teaching Assignment	Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Teaching Practice

Competency: Teachers conduct ongoing assessment of their pupils' progress, evaluate their achievement, and report results to pupils and their parents regularly.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- uses a variety of techniques to report student progress
- uses a variety of appropriate assessment and evaluation techniques
- engages in meaningful dialogue with students to provide feedback during the teaching/learning process
- uses ongoing reporting to keep both students and parents informed and to chart student progress
- gathers accurate data on student performance and keeps comprehensive records of student achievement

Date of Entry	Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

Log of Teaching Practice for Experienced Teachers

USER: ☐ Teacher ☐ Principal

Teacher's Last Name	Teacher's First Name
Principal's Last Name	**Principal's First Name**
Teaching Assignment	**Date (yyyy/mm/dd)**

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Teaching Practice

Competency: Teachers adapt and refine their teaching practices through continuous learning and reflection, using a variety of sources and resources.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- assesses and reviews program delivery for relevance
- uses provincial achievement standards and competency statements as a reference point for evaluation of teaching
- modifies program to respond to needs of exceptional students
- effectively demonstrates knowledge of trends, techniques, and research relevant to his or her teaching

Date of Entry	Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

Log of Teaching Practice for Experienced Teachers

USER: ☐ Teacher ☐ Principal

Teacher's Last Name	Teacher's First Name

Principal's Last Name	Principal's First Name

Teaching Assignment	Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Teaching Practice

Competency: Teachers use appropriate technology in their teaching practices and related professional responsibilities.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- uses technology when appropriate to improve efficiency and effectiveness in planning, instructional delivery, reporting procedures, and decision making
- models and promotes effective use of technology to promote student learning
- demonstrates effective use of technology as it relates to school operations and board expectations

Date of Entry	Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

Log of Teaching Practice for Experienced Teachers

USER: ☐ Teacher ☐ Principal

Teacher's Last Name	Teacher's First Name

Principal's Last Name	Principal's First Name

Teaching Assignment	Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Leadership and Community

Competency: Teachers collaborate with other teachers and schools colleagues to create and sustain learning communities in their classrooms and in their schools.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- learns with and from colleagues and others in the communities of learners
- pursues and effectively shares with colleagues knowledge about current thinking, trends, and practices in education
- works cooperatively with colleagues to solve student, classroom, and school concerns
- participates as an effective team member and shares expertise with others (e.g., by acting as mentor, peer coach, or associate teacher)
- participates effectively by contributing to grade, division, and/or subject teams
- participates effectively on committees by organizing school-based activities (e.g., school/parish initiatives, graduation, theme days)
- shares with colleagues learning acquired through participation in system-wide or provincial initiatives
- serves as a resource to colleagues (e.g., in the effective use of technology, assessment strategies, classroom management)
- creates worthwhile opportunities for students, their parents, and community members to share their learning, knowledge, and skill with others and within the class or school

Date of Entry	Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

Log of Teaching Practice for Experienced Teachers

USER: ☐ Teacher ☐ Principal

Teacher's Last Name	Teacher's First Name

Principal's Last Name	Principal's First Name

Teaching Assignment	Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Leadership and Community

Competency: Teachers work with professionals, parents, and members of the community to enhance pupil learning, pupil achievement, and school programs.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- reaches out to parents and to diverse local communities, inviting them to share their knowledge and skills in supporting effective classroom and school activities
- engages others effectively through shared problem solving and conflict resolution
- initiates contact with other professionals and community agencies to assist students and their families, where appropriate
- cooperates and works readily with the school's support team
- serves on the school council as a teacher adviser
- sets up partnerships with local library, music centre, science centre, or career centre to develop resources to enhance students' career opportunities and achievement
- contributes research to professional publications, subject councils, or other professional organizations
- participates in, give presentations at, and organizes conferences, workshops, and institutes to enhance student achievement

Date of Entry	Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

Log of Teaching Practice for Experienced Teachers

USER: ☐ Teacher ☐ Principal

Teacher's Last Name	Teacher's First Name
Principal's Last Name	**Principal's First Name**
Teaching Assignment	**Date (yyyy/mm/dd)**

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Ongoing Professional Learning

Competency: Teachers engage in ongoing professional learning and apply it to improve their teaching practices.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- seeks input from colleagues, consultants, or other appropriate support staff and effectively applies it to enhance teaching practices
- identifies areas for professional growth; attends workshops, appropriate seminars, or courses to respond to changes in education/policies and practices; and effectively applies information to enhance teaching practices
- participates willingly and effectively in professional learning, study groups, and in-service programs to enhance skill development or broaden knowledge
- observes other teachers, acquires best practices, and effectively applies new information/techniques to enhance teaching practices
- reads professional journals, books, Internet sites, or articles related to educational contexts and effectively shares the information with peers
- keeps a portfolio recording his or her learning experiences and effectively relates them to educational contexts
- participates in workshops, seminars, courses, and in-service programs, or reads books, articles, journals, and Internet sites
- explores ways to access and use educational research

Date of Entry	Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

Log of Teaching Practice for Experienced Teachers

USER: ☐ Teacher ☐ Principal

(Blank form to be used for additional competencies.)

Teacher's Last Name	Teacher's First Name

Principal's Last Name	Principal's First Name

Teaching Assignment	Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN:	
Competency:	
The principal and teacher list examples of possible ways the competency may be shown in practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice. • • • • •	
Date of Entry	**Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.**

Possible Sources of Evidence

The following list provides examples of possible sources of evidence that principals and teachers may reference in the Log of Teaching Practice.

- Age-appropriate assessment tools, including modifications for students
- Classroom assignments and assessments, including modifications/accommodations for students with learning exceptionalities and special needs
- Differentiated lessons and assessments
- Feedback on assignments from teacher and/or student
- Flyers, pictures, treasure boxes
- Goal-setting activities
- Learning centres
- Lessons and assignments that show authentic assessment practices
- Letters to parents, monthly classroom newsletters that reflect the diversity of the school community
- List of classroom expectations and routines
- List of daily/weekly routines and use of instructional time
- Log of student remedial support
- Manipulatives, media tools
- Multifaith calendar
- Open house/curriculum night/education week materials
- Parent conference materials
- Parent/teacher/student interviews and conferences
- Plans showing results of collaboration with other teachers, (e.g., English as a Second Language)
- Posters, photos, bulletin boards, displays of student work
- Reading and reasoning targets, data analysis and prompts
- Records of student achievement
- Reflective journals
- Resources and classroom materials that reflect diversity
- Sample lesson and unit plans using modules, curriculum integration
- Sample progress reports and report cards
- Sample safety routines
- Samples of student reflection
- Samples of student work
- Samples of tests, rubrics, checklists, anecdotal comments
- Self and peer assessments
- Student of the week certificates, positive notes
- Student portfolios
- Student presentations
- Student-designed assignments

- Use of achievement charts/performance standards
- Use of classroom data to improve lessons
- Use of community resources and guest speakers
- Use of curriculum unit planner
- Word wall and classroom visuals

Add Other Sources of Evidence

Appendix H
Annual Learning Plan (ALP) for Experienced Teachers (Sample Form)

The purpose of the Annual Learning Plan (ALP) is to provide a meaningful vehicle to support experienced teachers' professional learning and growth in the evaluation year and the years between appraisals. The ALP is teacher-authored and -directed, and is developed in a consultative and collaborative manner with the principal. For further information, refer to section 8 of the *Teacher Performance Appraisal Technical Requirements Manual* (2010).

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Name of Board

Description of Teacher's Assignment (grade(s), subject(s), full-time/part-time, elementary/secondary, etc.)

Background to Inform Professional Growth Goals, Action Plan, and Timelines

Recommended professional growth goals and strategies from the summative report of my most recent performance appraisal:

Professional learning and growth that I have experienced over the past year(s):

Reflections on parental and student input to inform my professional learning and teaching practice:*

***Note:** Teachers are encouraged to consider parental and student input to inform their professional learning and teaching practice. This is not a mandatory component.

Professional Growth Goals	Professional Growth Strategies to Help Reach Goals	Rationale for Professional Growth Goals and Strategies	Action Plan and Timelines

Appendix H (continued)

Other Comments (Teacher)

Other Comments (Principal)

Date of Next Review and Update of the Annual Learning Plan

Date (yyyy/mm/dd)

Principal's Signature

My signature indicates that the teacher consulted with me to review and update the Annual Learning Plan.

Date (yyyy/mm/dd)

Teacher's Signature

My signature indicates that I reviewed and updated the Annual Learning Plan in consultation with my principal.

Date (yyyy/mm/dd)

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